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ABSTRACT

Rural non-readers and culturally different students often perform poorly on intelligence tests. The Gilliland General Purpose Learning Potential Examination is an intelligence test developed specifically to indicate the learning potential of those students. Five of the examination's seven sections are unrelated to the ability to read, one requires the ability to write, and one asks for information often acquired through reading. The sections give information on the visual memory, symbolic representation of ideas, interpretation of symbols and pictures, relationships, listening comprehension, and interest areas of students aged 6-15 and older students and adults in remedial reading classes. The examination yields a variety of information including an IQ score, a quick score, a primary score for grades 2 and below, non-cultural and non-reading scores, and a visual memory score. The booklet contains complete information on the test, including administration and scoring instructions, answer keys, scoring templates, the test booklet, and tables of norms for IQs ranging from 50 to 150. The norms are based on the testing of 2,100 students in six Western states. Indian norms are based on the testing of 1,250 rural and reservation Indians in four Western states. Norms for other groups are planned. (SB)

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Manual of Directions

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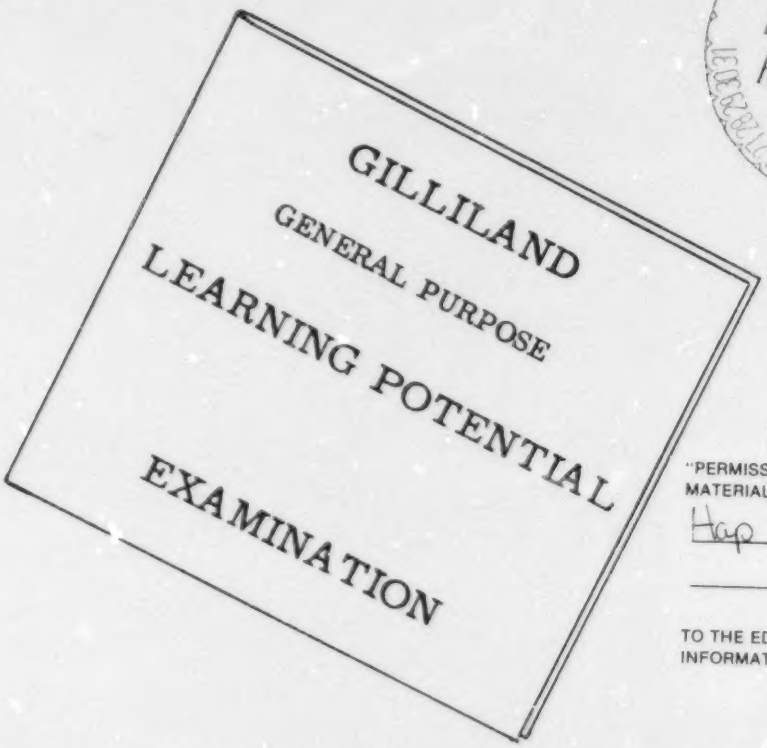

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FOR INTER-CULTURAL EVALUATION OF LEARNING APTITUDE

This general purpose form is especially designed for the rural, the western, and the non-reading student.

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CONTENTS

I. Purposes of the Examination 3

A. A Measure of Scholastic Aptitude 3
B. Scores Independent of Reading Ability 3
C. A Test for the Culturally Handicapped 3
D. Information on Specific Abilities 3
E. Interest Inventory 4
F. Broad Range of Levels 4
G. Summary 5

II. Use of Test Results 5

A. Total Test 5
B. Non Cultural and Non Reading 5
C. Quick Score 5
D. Primary 5
E. Predicted Comprehension 6
F. Visual Memory 6
G. Interest Area 6
H. Comparative Levels 6

III. Instructions for Administering the Test 7

A. Test 1. Visual Memory 7
B. Test 2. Symbolic Representation 23
C. Test 3a. Symbol Identification 23
D. Test 3b. Symbol Interpretation 23
E. Test 4. Relationships 24
F. Test 5. Listening Comprehension 24
G. Test 6. Picture Completion 25
H. Test 7. General Information and Interests . . . 25

IV. Norms for Determining Intelligence Quotient. . . . 26

V. Scoring the Learning Potential Examination 39

I. PURPOSES OF THE EXAMINATION

A. A MEASURE OF SCHOLASTIC APTITUDE:

This test is essentially an intelligence or scholastic aptitude test and results in an "IQ" score. This gives an indication of the possible level of scholastic achievement possible for each individual; that is, his learning potential. However, it is not intended as a duplication of other intelligence tests, but was developed to meet specific needs not met by the tests formerly available.

B. SCORES INDEPENDENT OF READING ABILITY:

Non-readers and poor readers are handicapped in taking most intelligence tests. Often the question of whether the student with reading problems will get extra help depends upon the teacher's estimation of whether or not he has the intelligence to profit by this help. However, for the bright non-reader, the mere fact that he cannot read the test often gives him a low score on an intelligence test. In many cases there is a difference of thirty points or more between the IQ scores of a poor reader on a group test and on the non-verbal section of an individual test.

There is a distinct need for an intelligence test which requires no reading. The Learning Potential Examination was designed to meet this need. Five of the seven sections of the examination are, as nearly as possible, unrelated to the ability to read. Only these five sections are included in the "Non-Reading" and "Non-cultural" IQ scores. For poor readers, these special non-reading norms should be used.

Two additional tests related to reading ability are included in the total examination in order to give the teacher information on the student's ability in specific areas related to learning to read. When given to a group, test three, "Symbol Interpretation," requires the ability to write. Test seven, "General Information," asks for information often acquired through reading.

C. A TEST FOR THE CULTURALLY HANDICAPPED:

Students whose cultural background, although it may be excellent, is different from that of the average American generally make very low scores on intelligence tests. This is because intelligence tests, even those given individually, are based partially on sampling the individual's knowledge of the world around him--how much information has he been able to acquire? The individual whose environmental background is very different may not have had an opportunity to learn those things commonly known by the typical American. Nearly all of our commonly used intelligence tests give an advantage to those with the background of the upper-middle class urban American who has followed the usual school curriculum.

In developing the Learning Potential examination, an attempt was made to develop a test that would be as nearly culture free as possible. Since no test can completely eliminate the effect of background, this test was developed to be most valid with students in or near a rural area. Therefore, separate norms will need to be established for the "Inner-City--culturally deprived" group.

No test previously used was considered valid with the reservation Indian. This test will answer the need for a test to be used with this group. Although the items in the test do not handicap this group, the examination has been given to over one thousand Indian children on isolated reservations, and separate norms are available for this group.

A slightly adapted version is also being used with two even more isolated Indian tribes, one north of the Arctic circle, the other in the Amazon jungles.

The statements about the culture-free quality of this test do not apply to Test three, which requires writing, and test seven, which is an interest inventory, and is based upon knowledge of subjects, some of which would be acquired in school. Therefore, the separate non-cultural norms eliminate the scores for these two tests in obtaining IQ scores.

D. INFORMATION ON SPECIFIC ABILITIES:

The reading clinician, the teacher working with remedial reading or special education, or any teacher who attempts to take care of specific

problems, individual differences, and remedial needs within the classroom needs information on the relative abilities of the students in certain specific areas. Each of the seven sections of this examination gives information on the student's ability in an area specifically related to scholastic achievement, especially reading.

The Visual memory of most students is adequate, yet many brain injured indivuduals, and some otherwise very intelligent children are almost completely lacking in this special ability. These individuals must be located and given specialized methods of instruction or many of them will continue to be non-readers.

Symbolic representation of ideas and interpretation of these symbols are necessary for reading and mathematics. Tests two and three of the Reading Potential Examination go much farther in determining the students ' ability to relate symbols and abstract ideas than do the coding sections of other intelligence tests.

While most teachers recognize the need for a student to be able to see relationships and interpret pictures (measured by tests four and six) many are only recently becoming aware of the great importance of listening comprehension in all areas of learning.

Most reading clinicians, remedial reading teachers, and guidance counselors attempt to evaluate the student's abilities in the previously mentioned areas through a variety of standardized and teacher-made tests. However, making valid comparisons of a child's ability in each of these areas is difficult when the tests are not standardized on the same population. Lacking other means, the classroom teacher usually hopes to gather this same information over a longer period of time through general observation.

Combining tests covering these areas of ability into different sections of a single examination makes all this information readily available to both the classroom teacher and the specialist. It also simplifies comparison of a child's ability in each area, so that the teacher can more readily adapt the instruction to the abilities of the individual child.

E. INTEREST INVENTORY:

Test number seven of this examination serves two purposes. First, since it is a test of general knowledge in ten different areas, it adds to the validity of the overall intelligence score for the student with a "near normal" background. The system of scoring makes it simple to eliminate test seven from the special IQ scores for non-readers and the culturally handicapped. The second purpose of test seven is to give an indication of interest areas useful in finding reading materials suitable to the individual student.

Interest inventories are an essential part of nearly all remedial education and guidance programs. They are especially important in working with both the remedial reader and the reluctant reader. Most of these inventories, whether published or teacher made, are most valid when given individually in a conversational manner. Some can be given in a group situation if the student can read the questionaire adequately.

This test does not minimize the importance of a person to person discussion of interests, but it does assist in this procedure. Test seven is an interest inventory which can be given to a group, yet does not require any reading. High scores on one or two interest areas indicate that the student has acquired more than the usual knowledge of that area. Very often this knowledge was gained because of a personal interest in that area. This, then, can serve as a starting point for a discussion of interests and the selection of reading materials appropriate to the individual student.

F. BROAD RANGE OF LEVELS

The Reading Potential Examination is designed for use with students from age six through fifteen, and may also be used with older high school students and adults who are attending remedial reading classes.

The advantages in a broad-range intelligence test are that all students in a rural school or remedial reading program may be given the same test at the same time, and that comparisons of scores at different levels are more valid. Also, there will be items in the test appropriate to all students taking the test, whereas, a test designed for use within a small age range may not test well the child who is at one of the extremes--either very high or very low. Such tests as

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the Weschler, the Stanford Binnet, and the Chicago Non-Verbal follow the broad range principle.

The disadvantage in the broad range test is that there are less items appropriate to the child at any one level than in the test which is designed for use with only one or two grade levels. Because of the necessity for enough items appropriate to each level, the total number of items included in the test must be larger than is needed in the narrow range examination; therefore, the total test takes somewhat longer to administer. Such tests as the California Mental Maturity and the Kuhlman Anderson follow the narrow range principle and have different forms for different age levels.

Consideration of the above factors indicates that the narrow-range intelligence test will usually have a higher validity for the child near the average range, and will be somewhat easier to administer to the small homogeneou group. Correspondingly, the broad-range examination will usually be more valid for use with the highly deviant child and is more easily administered to the hetrogeneous group.

G. SUMMARY:

The Learning Potential Examination is a test of scholastic aptitude, or the potential ability to learn school subjects; especially reading. The examination has been designed and is being standardized in such a way as to get valid IQ scores for the non-reader and the culturally different, both of whom are handicapped in taking the usual intelligence test.

Each section of the examination tests a specific area of ability such as visual memory, listening comprehension, ability to use symbols, and ability to see relationships. This information is useful in adapting instruction to the abilities of individual students.

The last section of the test also acts as an interest inventory to aid in choosing reading material appropriate to each student.

II. USE OF TEST RESULTS

A. TOTAL TEST

Total test (T) scores should be figured for all children, except for primary grade children for whom some tests have been omitted. This is the IQ score that will be most exact for the majority of students.

B. NON CULTURAL and NON READING (NR)

Non Cultural and Non Reading (NR) scores should also be figured for all children and compared with the TT scores. In most cases, they should be very nearly the same. If the NR-IQ score is five or more points higher than the TT-IQ score, then there is evidence that this child may be handicapped either by cultural backbround or by reading ability. Both of these factors should be studied and the child's curriculum should be adapted to his individual needs.

C. QUICK SCORE

If it is important to have a test of mental ability which can be scored in as short a time as possible, the QS (Quick Score) IQ may be used. It does not include either sections 1 or 3. All other sections of the test can be scored by using the quick scoring templates over the page. This quick score system will give a reasonably accurate IQ score. When possible, the use of the total score is preferable, because section 3 has the highest correlation with general intelligence of any of the sections of the test.

D. PRIMARY (Pri)

Since primary children need a shortened test, and since tests 3b, 6, and 7 are more difficult than the others, these two tests may be omitted for children in grade 2 or below. The primary IQ is obtained without these tests.

The teacher of a third grade may choose according to the maturity of the pupils in the class. Either the NR (Non Reading) QS, (Quick Score) or Pri (Primary) IQ scores may be used for third grade children.

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E. PREDICTED COMPREHENSION (PC)

Predicted Comprehension (PC) scores should be figured for all children whose non-cultural IQ scores are 5 or more points higher than their total IQ scores and for all children who are suspected of having reading problems. The Predicted Comprehension score indicates whether this child's reading comprehension should be high or low if he can gain the needed reading vocabulary.

F. VISUAL MEMORY (VM)

Visual Memory (VM) scores for all children in primary grades and all those who have problems in reading should be checked to determine whether or not they fall in the normal range. Individuals whose visual memory scores are in the borderline or critical area may need specialized instruction in order to build a reading vocabulary. These individuals with critical visual memory problems are unable to learn a sight vocabulary, and must sound out nearly all words phonetically, or can build a sight vocabulary only through the use of kinesthetic methods.

By checking carefully against the standards furnished, the classroom teacher can obtain a valid evaluation of the child's visual memory. Additional information about the type of visual memory problem a child may have can be obtained if the test is evaluated by a psychologist, or by a reading clinician trained in individual testings.

Visual Memory scores are not used in figuring the IQ scores for two reasons: First, the time required for checking is greater than for the other sections of the test; therefore, by not including this section in the scoring, IQ scores for a large group of students can be obtained more quickly than if they were included. Second, experimentation shows that, although visual memory is a very important special ability, especially in learning to read, it does not have a high correlation with other phases of intelligence. Therefore, the validity of the entire test is not greatly influenced by the inclusion or removal of the visual memory section. Many persons who are low in visual memory are high in other abilities. It is important that the teacher know that these individuals have the potential to do well in areas not requiring visual memory.

G. INTEREST AREA

Interest area scores should be noted and used as a guide for discussions of interests leading to choice of reading materials appropriate to the individual students.

H. COMPARATIVE LEVELS

Comparative levels of ability in each of the seven areas tested should be noted. If an individual's scores in one area are greatly different from those in other areas, he should be helped to learn to use those abilities which are high. With good use of his abilities, the student can often compensate for the lack of ability in other areas.

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III. INSTRUCTIONS FOR ADMINISTERING THE TEST

The entire test should be given adults and to all pupils in fourth grade and above. Test 3b, which requires writing, should be omitted for children in grade 3 or lower. If desired, Tests 6 and 7 may also be omitted for children in the second grade or lower. When the group includes both primary and older children, all tests should be administered.

Before giving out the test booklets, say: Do Not open these booklets until you are told to do so. You may write your name on the blank near the top.

Pupils may be instructed to fill out the blanks at the top of the back cover (title page) before taking the test, or this may be filled out at the end. It is very important that you have ACCURATE information on age and date of birth, as IT IS IMPOSSIBLE TO GET IQ SCORES WITHOUT THIS INFORMATION.

A. TEST 1. VISUAL MEMORY:

Say: The first thing we are going to do with this booklet is draw some pictures. I will show you some pictures, and I want you to draw a picture as much like each one as you can. You will not draw this picture yet.

Hold up picture number 8. Can everyone see this picture clearly from where you are sitting? If not, move pupils accordingly. Put picture down.

I will show you each picture for just a few seconds. Look at it carefully all the time I am holding it up, so that you will know exactly what it looks like. Do not start to draw while I am holding it up, or afterward until I tell you to draw. Draw the first picture in the space at the top of the page with the number one in it. (1st grade, kindergarten, and mentally retarded classes may need to be furnished with larger sheets of paper so they can make their drawings larger.) Now I'll show you the first picture. Remember not to draw until I tell you. - - - Ready?

Hold picture number 1 up for exactly five seconds. Say Wait. After five more seconds, say Now draw.

When all have finished, say: Draw this next picture in space number two. If pupils do not know the numbers, illustrate. Say Ready? Hold up picture number two for five seconds. Say Wait. After five more seconds, say Draw.

Continue in this way with each of the remaining pictures. It is not necessary to say "wait" except for pictures one and two, unless some begin drawing before the signal.

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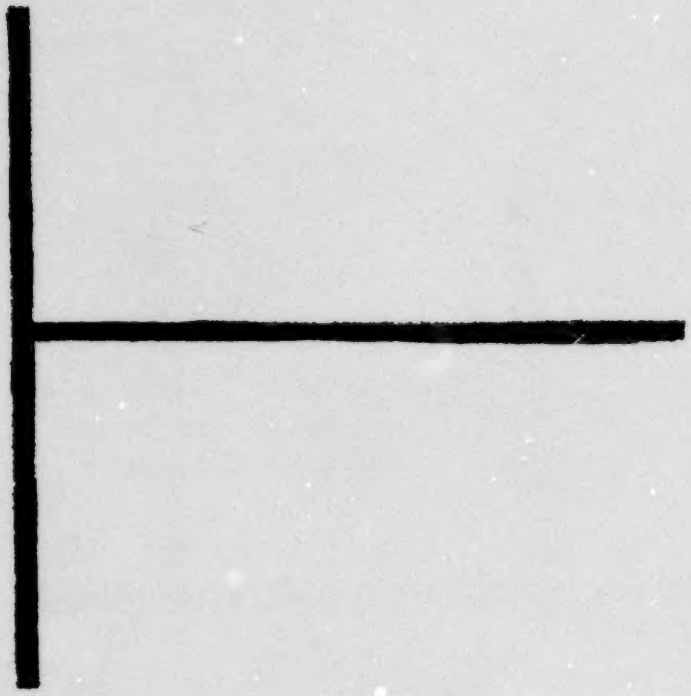

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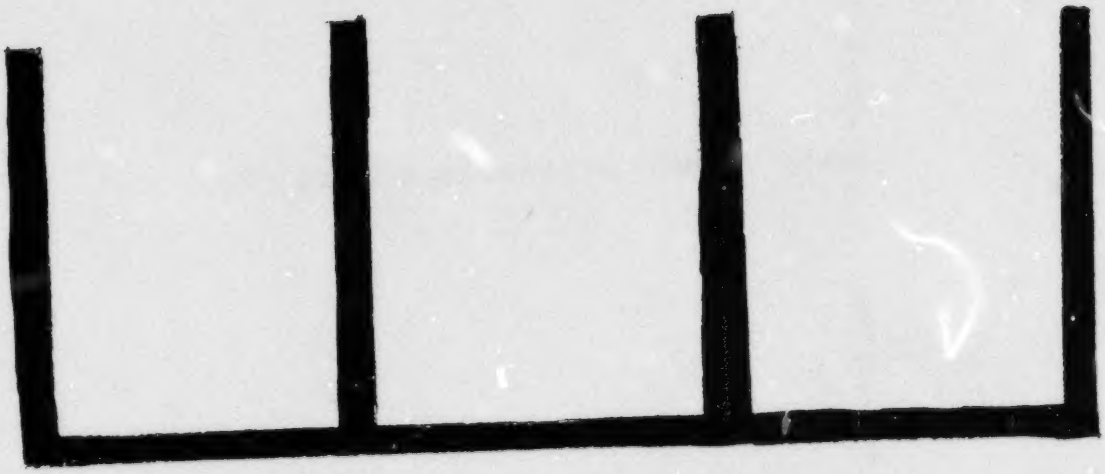

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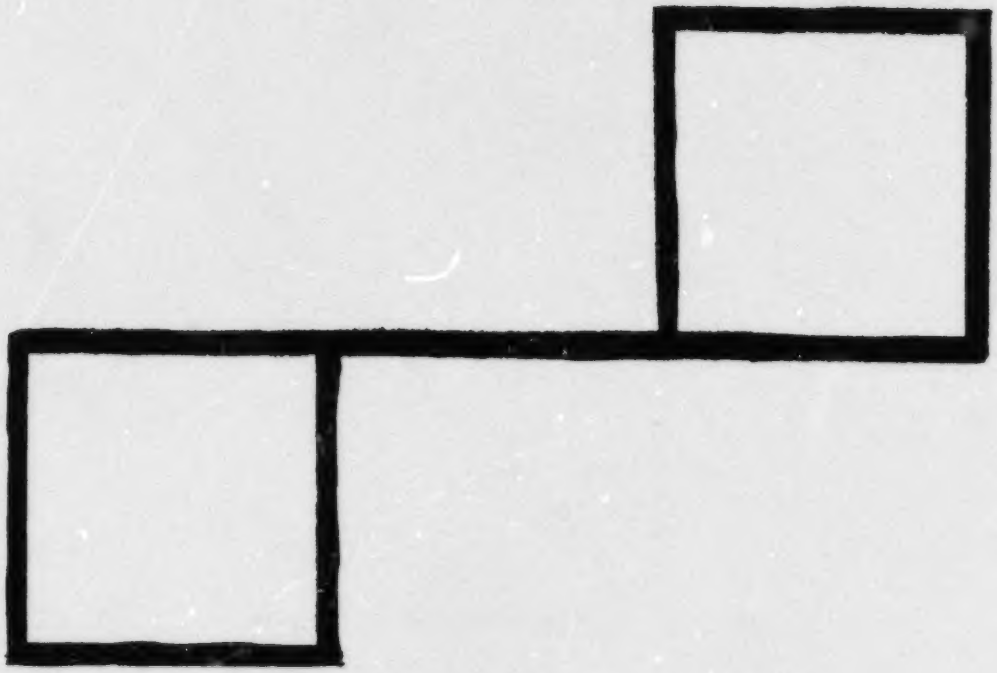

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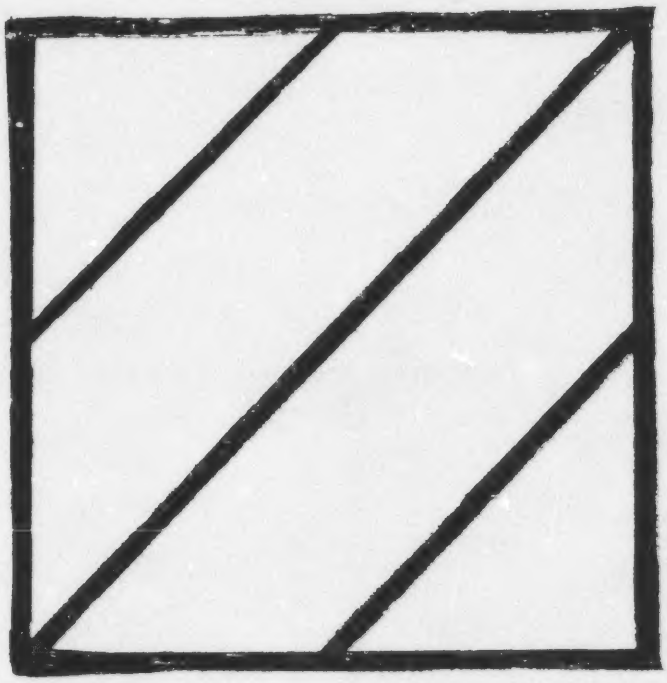

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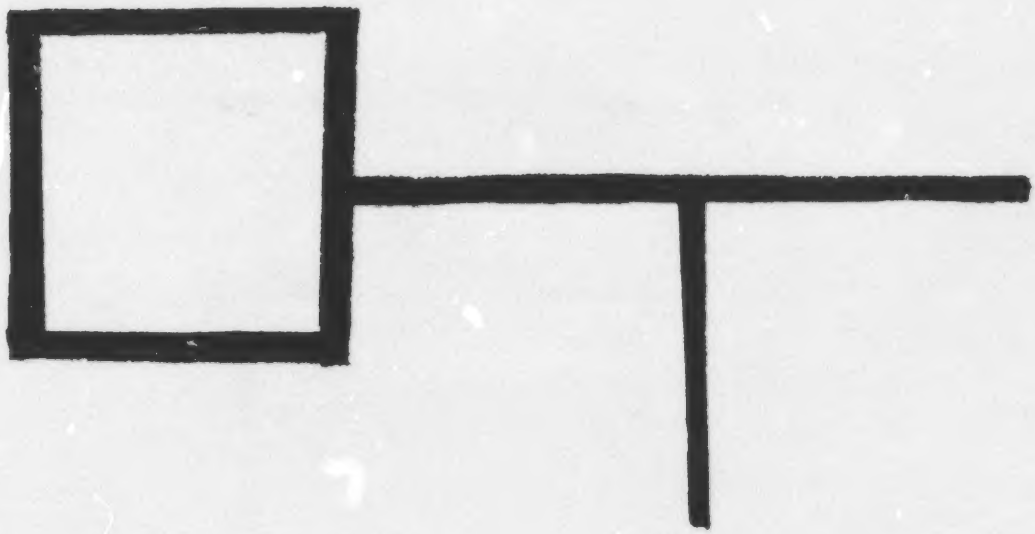

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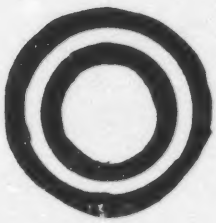

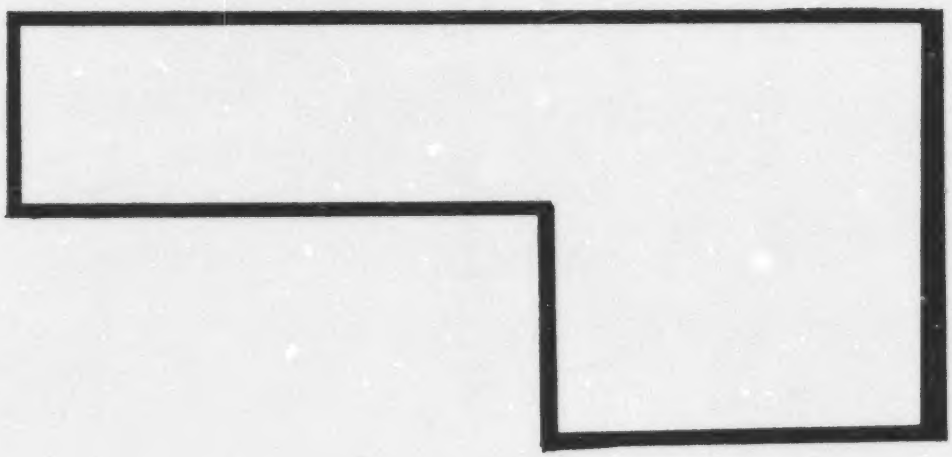

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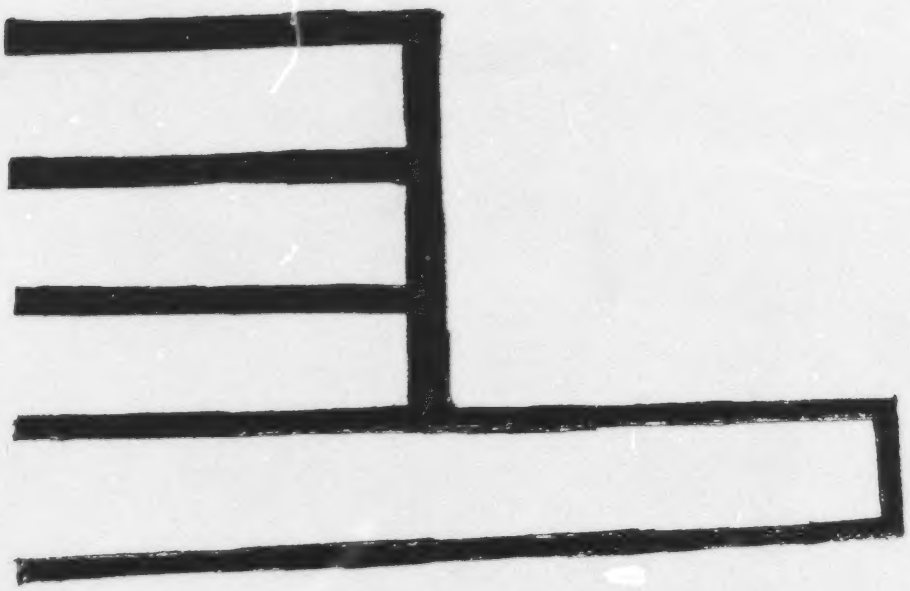

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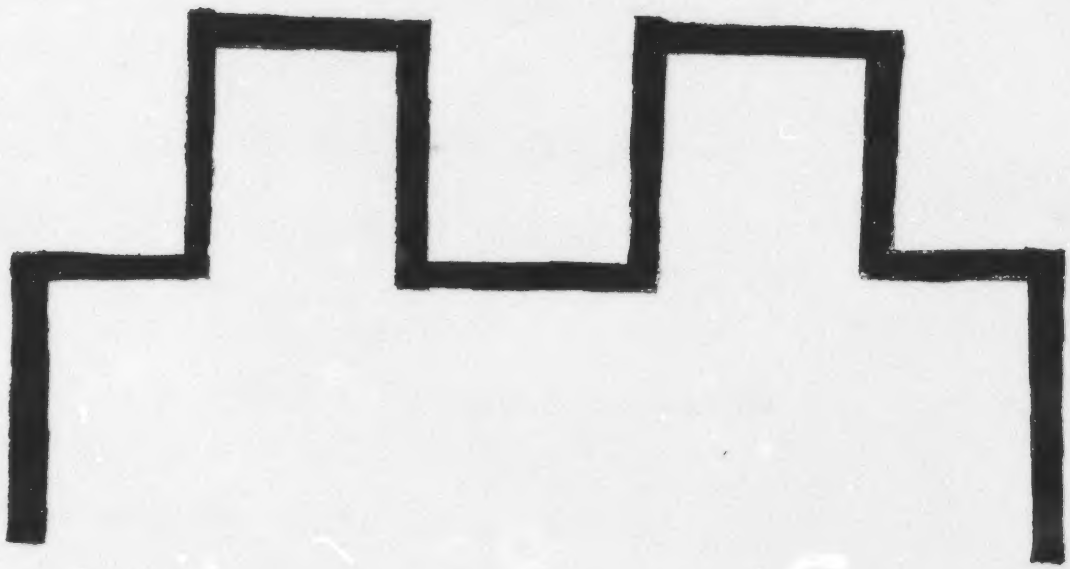

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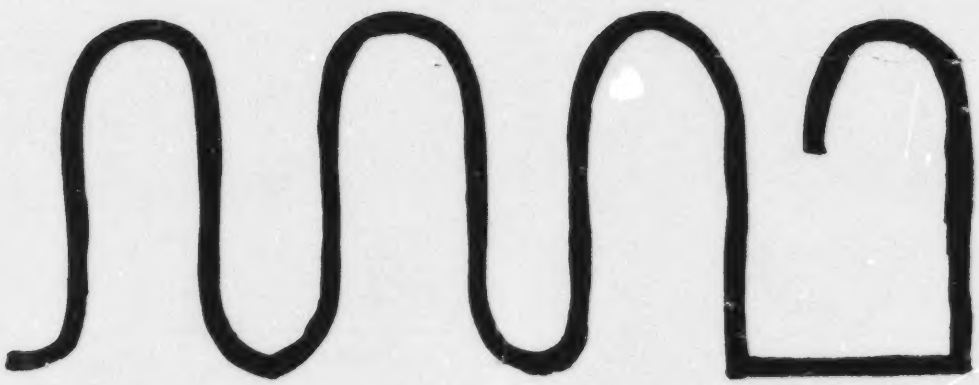

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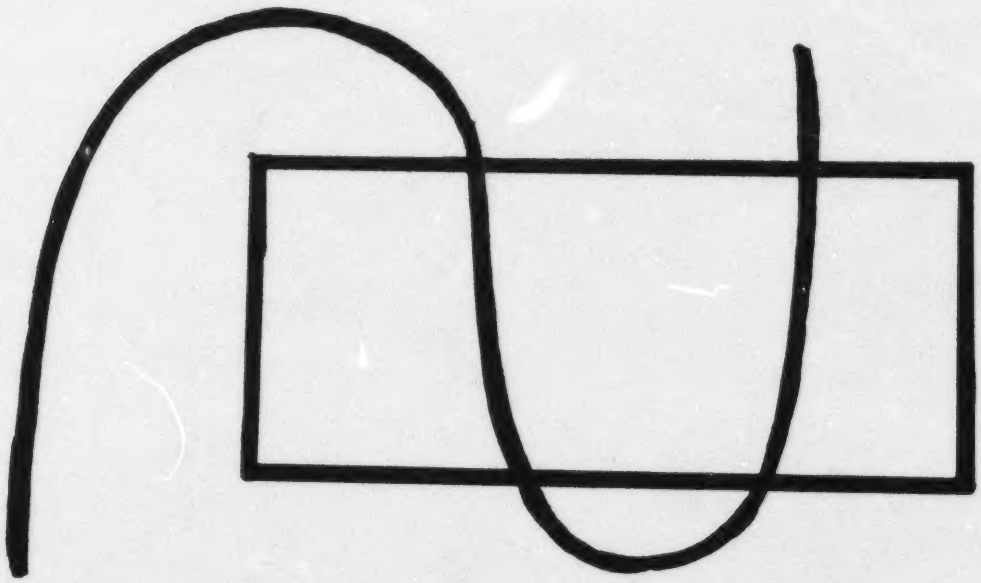

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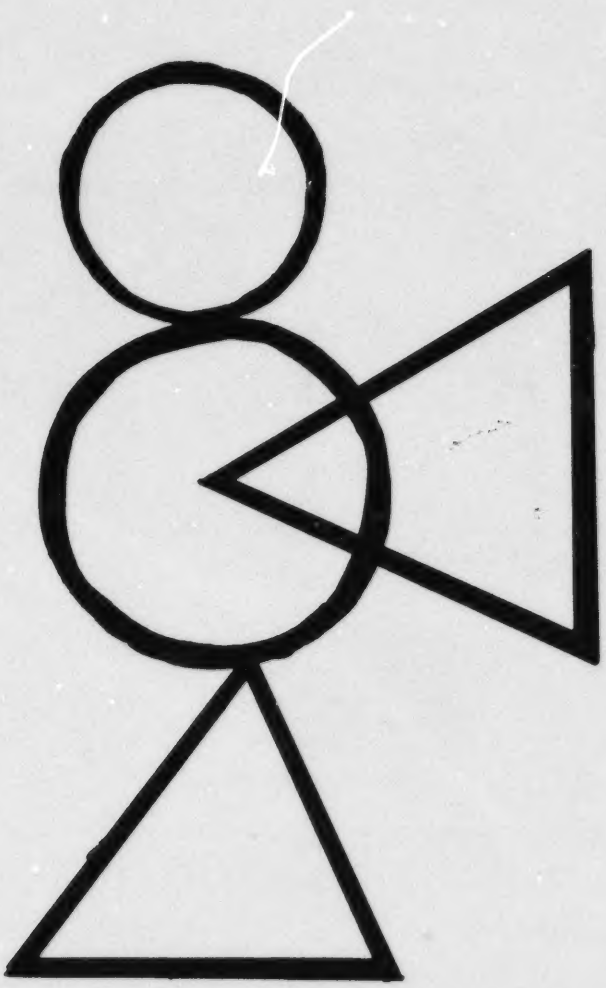

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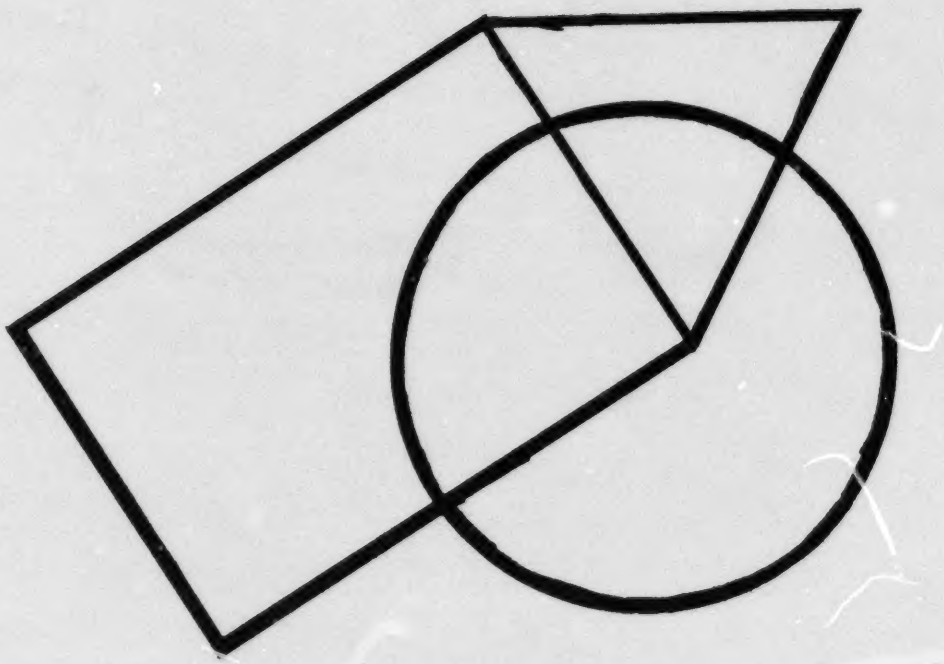

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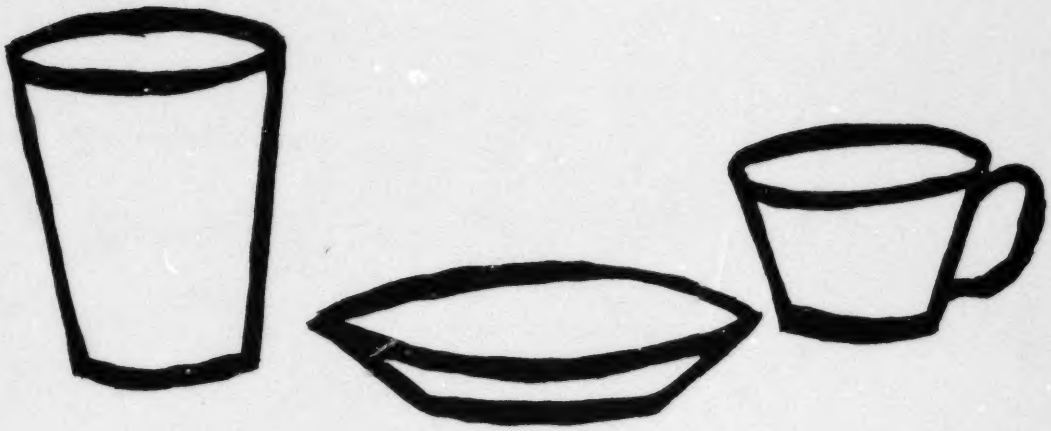

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B. TEST 2. SYMBOLIC REPRESENTATION

Say: Turn the first page of the booklet and let it lie open on your desk so you can see the page with the big 2 at the top.

You can see that there are a lot of pictures on this page, and a different symbol has been drawn in the space below each one. Let's look at those pictures and decide what each one represents: The first is a horse, so the symbol under it stands for horse. The second is a man, so the line under it stands for man. The next is a gun, the next a mountain, and the last one on the first row is a snake.

The first picture on the second row is a man running. That could give you the idea of "run" or "hurry", or just "go", couldn't it? The next one is someone eating food. The next one is a sun which could also mean a period of time. The next space doesn't have a picture, but you'll notice that it does have a symbol below, so you know that symbol represents the idea of nothing. The last one is an eye.

(Do not give additional suggestions about the meanings of the symbols, other than those given above.)

Now look at the pictures across the bottom of the page. You can see that the first picture is a picture of a horse like the one at the top of the page. In the space below it, draw the same symbol that you see under the picture of the horse at the top of the page. . . Do the same with the next three- - draw the symbols for the snake, man, and gun. Pause while pupils draw. Since there is nothing in the next square, you put the symbol that represents "nothing". There is no picture at the top of the page like the last one, but it is a picture of a man, so you put the symbol for man. Make it the same as the symbol for the man above. Do not change the shape of the symbol even when the picture is different. Be sure everyone has marked his correctly.

Look at the page across from this one. When I give you the signal, start at the top and draw the symbol that goes with each picture. If there is no picture like one of them, find one that shows a similar idea and draw that symbol, b[illegible] put only one symbol in each space. If you think there is more than one symbol that could go with a picture, decide which is the best one and use it. Do not put more than one symbol in any one space. Do these as fast as you can. (Check the time.) At the end of exactly 1 1/2 minutes, say: STOP. (If some of the subjects are 3rd grade or above.) If all of those taking the test are in the 2nd grade or below, allow 3 minutes.

Say: At the bottom of the page, below all the pictures is a short line. Write this number on that line. Write 1 1/2 or 3 (the number of minutes allowed) on the chalk board and let them copy it.

C. TEST 3a SYMBOL IDENTIFICATION

Say: Now turn to the page with the 3 at the top. Each of these symbols is one that you just finished drawing. Under each of these symbols, write the word that symbol represents. If you do not know how to write a word, draw a picture of the thing that symbol represents. Do not turn back to look at the previous pages. Go ahead and begin. Allow four minutes or until all have finished.

D. TEST 3b. SYMBOL INTERPRETATION

When used as a group test, do not give test 3b to students below the fourth grade in school. When given individually, the examiner should let the subject tell him what to write. The examiner will write what he says on the copy of the test which the student has been using. If given in this manner, be sure to check on the back cover the space marked "Individual."

Say: Those symbols tell a story. Write your idea of the story on the bottom part of the page, below the line.

Allow four more minutes, or until all have finished.

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E. TEST 4. RELATIONSHIPS

Look at the next page with the 4 at the top. Notice that there is a line down the middle of the page. On the first part of each row is a series of three pictures which are related in some way. One of the objects to the right of the line in the same row belongs with the first three. You are to put an "x" on that picture.

Put your finger by the first row. You see that the first picture is one square, the second picture is two squares, and the third is three squares. If this was to go on in the same way, what should the fourth picture be?

Yes, it should be four squares, so put an "x" on the four squares near the other end of the row.

Some of the rows below will be similar to this one.

Now look at the second row. There is a picture of a flower, a pine tree, and a bush. These three are all alike in some way--they are all plants, aren't they? One of the pictures to the right of the line is a plant, isn't it? Put an "x" on it. You do not mark the elephant, the insect, or the bird because they are not plants. --- Are there any questions?

Look at the third row. The first and second picture are related in some way, but the third is different. The first picture is a woman, and the second is a girl. She is like a woman, only smaller. The third is a man, so you look for a picture on the right that goes with the man the same way as the girl goes with the woman. Which one would it be? Yes, the boy, because he is a small man.

In each row, the first three pictures go together in some way. You are to pick the one on the right that goes with them. Mark that picture. Do not mark more than one in any row. Do them as fast as you can, but try to get them all right. If you can't figure one out, don't spend too much time on it--skip it and go on to the next. If you finish the page before the time is up, go back and do any that you skipped, or recheck the ones you have done.

All right, begin.

Allow exactly 3 minutes, then say: Stop.

F. TEST 5. LISTENING COMPREHENSION

Say: Turn the page of your booklet so that it is open to the page with the 5 at the top. Before we do this page, I am going to read a story to you, so pick up your booklet and turn the whole thing over, like this. (Illustrate.)

Listen carefully to this story. I am going to ask you some questions about it when I finish reading. Read the following paragraph slowly to the students. Do not repeat any part or answer any questions about it.

Left Hand is a boy who lives in South America. Although he is a member of the Guaica Indian tribe, his life is different in many ways from the life of the Indians in North America. This is mostly because of the very thick jungles in which he lives. It rains much of the time there, so the ground is too wet and muddy for many large animals, except those which live in the trees. The vines and trees grow very fa and cover up the trails, so most of the travel is on the rivers. It is so hot and damp that if the Indians wore clothing, they would always be wet and uncomfortable. There are no good stones of the kind that would be good for making heads for the seven foot long arrows with which he hunts, and he has no metal for making tools. . .

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Yet Left Hand and the people of his lean-to village are a brave, strong people who laugh at trouble, and want none of what we call the advantages of civilization.

Now turn your booklet over, and look at the page with the 5 at the top. Across the top of the page are three pictures. Which one is a picture of the boy names "Left Hand"? . . . Yes. It would have to be the first one, wouldn't it, because he would not be riding in a car or an airplane, and the story said that the rivers were the main routes of travel. So put an "x" in the square at the top of the picture of the boy in the canoe. (Check to see that all have it marked correctly.)

In each row, one of the three pictures is a picture of Left Hand or of something near where he lives. Be sure to do both pages. All right, begin. Watch to see that all students go right on to the second page when they finish the first. Allow two minutes.

G. TEST 6. PICTURE COMPLETION

Say: Turn to the page with the 6 at the top.

The pictures on these two pages tell a story about a boy. In the first picture, he has just gotten out of bed in the morning, and is getting dressed. There are two squares that tell where something has been left out of the picture. One of the smaller pictures below it belongs in each one of these places.

Look at square "A". Whatever belongs there is sitting on the floor in front of the boy. It could be a shoe or a teddy bear, or a boot or a toy car or any of the other things you see there, but which one would be most likely to be there? Since he has just gotten out of bed and is getting dressed, it would probably be something he is going to put on, wouldn't it? There are three things he could put on. Number one is a shoe, number 3 is a boot, and number 7 is a moccasin. Since he is putting on a boot, it will probably be the other boot, so the best picture to go in that space would be number 3, the boot like the one he is putting on. Since drawing number 3 goes in that space, put a 3 in the square to tell what belongs there.

Now look at square "B". Whatever goes in that space would have to be something that would hang on the wall. Which of the drawings is of something that would hang on the wall? Yes, the picture--number 5--is the best, isn't it, so put a number 5 in that square.

Check to see that everyone has put the numbers in correctly.

The rest of the pictures on these two pages show what the boy did after he dressed. Each one has some squares to show that an object is missing. Pick the object that should be in that space and put its number in the square. If you can't figure one out quickly, don't waste time on it; skip it and go on to the next one, then when you have finished, you may go back to the ones you left out. Do both pages.

Are there any questions? All right, begin.

Allow 8 minutes, then say: Stop working and turn to the next page; the one with the 7 at the top.

H. TEST 7. GENERAL INFORMATION & INTERESTS

Look at the sample at the top of this page. The first picture is a cowboy. Which of the drawings below it goes with the picture of the cowboy?---Since the cowboy hat is number 2, put a 2 in the box "a" beside the cowboy. . . .

Now look at the dog. Box "b" is at the dog's feet. Which of the drawings shows what goes there--is it a hat, a tail, a foot, or ears? Yes, the foot goes there, and since the foot is number 5, you write a number 5 in that box. . .

Now look at box "c". The dog's tail goes there, but since both 4 and 7 are dog's tails, you have to decide which tail goes with that dog. The tail that would be on that kind of dog is number 4, so put a number 4 in that square. Are there any questions?

On these two pages there are ten more rows of pictures, and each one is about a different subject--something that you might be interested in reading or talking about.

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Notice that in the next row there are two books. One is a book of mystery stories and the next is a western. You have to decide which of the drawings below them go with the mystery stories, and put those numbers beside the mystery book. The rest will go with the westerns.

The next row is about biographies of famous people---and the next three are about animals--mathematics--and westerns. On the other page the pictures have to do with nature--legends--travel--electronics--and mechanics.

You do not need to do these pages in any particular order. Find a subject that you are interested in, or that you know something about, and start with it. Don't study too long on any one section because the object is to see how many squares you can fill with the correct numbers in ten minutes. Now, decide which one you think will be most interesting, so you can start there. (Allow about 20 seconds)

Are you ready? Begin.

At the end of exactly ten minutes, say: Stop, turn the page.

If the information on age, birthday, etc was not filled in at the beginning, have them do so before collecting the test booklets.

IV. NORMS FOR DETERMINING INTELLIGENCE QUOTENT

STANDARDIZATION: These norms were derived from the testing of 2100 students in six western states. All tests were given by personnel trained at the Eastern Montana College Reading Clinic. "Indian" scores were derived from 1250 rural and reservation Indians in Montana, South Dakota, Wyoming, and Alaska.

If further testing results in revision of these norms, up to date scales will be sent to all users of the Learning Potential Examination.

INSTRUCTIONS:

Use the page for the subject's age. Find the column for the score on which the IQ score is to be based. Find the subject's raw score in that column. The IQ score will be found on the right or left of that page.

Note: When using total score, be sure visual memory has NOT been added to other scores. Visual Memory is not counted in IQ scores. If the score is between two IQ scores between 105 and 106, for example, use the higher score above 135 or below 65 scores can be estimated, but not accurately.

For most subjects, "Total" scores are the most valid. However, if the examiner feels that the subject may have reading problems, the "NR" score should also be determined for comparison. The "Pri" score should be used for children in third grade or below. "NC" scores should be used for children with a cultural background different from the "average American."

Scores for reservation Indians and other isolated rural groups should be obtained from one of the two right hand columns, depending on the age of the subject.

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Norms for
VISUAL MEMORY

Age in years and months	Critical (Lower 4%)	Problem Area (4 to 12%)	Low (12-25%)	Normal (Upper 75%)
6-0 to 6-11	0-10	11-20	21-25	26-50
7-0 to 7-11	0-26	27-30	31-34	35-50
8-0 to 8-11	0-30	30-36	37-38	39-50
9-0 to 9-11	0-32	32-38	39-40	41-50
10-0 to 10-11	0-33	34-40	41-42	43-50
11-0 to 11-11	0-34	35-41	42-43	44-50
12-0 to 12-11	0-35	36-42	43-44	45-50
13-0 to 13-11	0-36	37-43	44-45	46-50
14-0 to 14-11	0-37	38-44	45-46	47-50
15-0 to 15-11	0-38	39-45	46-47	48-50
Adults (16 and over)	0-38	39-45	46-47	48-50

I Q NORMS

Age 6 years 0 mo. - 6 years 5 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	152	135	128	105	59	117	--
135	109	102	94	80	46	84	70
132	104	98	90	77	44	82	67
130	99	94	86	74	43	80	64
128	94	90	82	71	42	78	61
126	89	86	78	68	41	76	58
124	84	82	74	65	40	74	55
122	80	78	71	62	38	72	52
120	76	74	68	59	36	70	50
118	--	--	--	56	35	--	47
116	--	--	--	54	34	--	44
115	--	--	--	51	33	--	41
114	--	--	--	49	32	--	38
113	--	--	--	46	31	--	35
112	--	--	--	44	30	--	33
111	--	--	--	41	29	--	31
110	--	--	--	39	28	--	29
109	--	--	--	36	27	--	27
108	--	--	--	34	26	--	25
107	--	--	--	32	25	--	23
106	--	--	--	30	24	--	21
105	--	--	--	28	22	--	19
104	--	--	--	26	21	--	17
103	--	--	--	24	20	--	16
102	--	--	--	22	19	--	15
101	--	--	--	20	18	--	14
100	--	--	--	19	16	--	13
99	--	--	--	17	15	--	12
98	--	--	--	16	14	--	11
97	--	--	--	15	13	--	10
96	--	--	--	14	--	--	9
95	--	--	--	13	12	--	8
94	--	--	--	11	11	--	7
93	--	--	--	10	10	--	6
92	--	--	--	9	9	--	5
91	--	--	--	8	8	--	-
90	--	--	--	7	7	--	4
88	--	--	--	6	6	--	-
86	--	--	--	5	5	--	3
84	--	--	--	4	4	--	-
80	--	--	--	3	3	--	2
76	--	--	--	2	2	--	-
72	--	--	--	1	1	--	1

Age 6 years 6 mo. - 6 years 11 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	170	147	141	116	65	130	--
135	132	118	113	92	52	111	82
132	127	113	109	88	50	105	78
130	122	109	105	85	48	99	75
128	117	105	101	82	46	93	72
126	112	101	97	79	44	88	69
124	107	97	93	76	42	83	66
122	102	93	89	73	41	78	63
120	97	89	85	70	40	73	60
118	93	86	83	68	39	70	57
116	90	83	81	66	38	67	54
115	87	80	79	64	37	64	51
114	84	77	77	62	36	61	49
113	81	74	74	60	35	58	47
112	78	71	71	57	34	55	45
111	75	69	68	54	33	53	43
110	71	65	65	51	32	51	41
109	68	61	62	49	31	48	38
108	64	57	59	47	30	45	36
107	60	54	56	45	29	42	34
106	56	51	53	42	28	39	32
105	52	48	50	39	27	36	30
104	48	45	47	37	26	34	28
103	45	42	44	35	25	32	26
102	42	39	41	33	24	30	24
101	39	36	38	31	23	27	23
100	36	33	35	29	22	24	22
99	--	31	--	28	21	22	21
98	--	29	--	26	20	20	20
97	--	27	--	25	19	19	19
96	--	25	--	24	--	18	18
95	--	23	--	23	18	17	17
94	--	--	--	21	17	--	16
93	--	--	--	19	16	--	15
92	--	--	--	18	15	--	14
91	--	--	--	17	14	--	13
90	--	--	--	16	13	--	12
89	--	--	--	15	12	--	11
88	--	--	--	14	11	--	10
87	--	--	--	13	10	--	--
86	--	--	--	12	9	--	9
85	--	--	--	11	-	--	-
84	--	--	--	10	8	--	8
82	--	--	--	9	-	--	-
80	--	--	--	8	7	--	7
78	--	--	--	7	6	--	-
76	--	--	--	6	5	--	6
74	--	--	--	5	4	--	5
72	--	--	--	4	--	--	4
70	--	--	--	3	3	--	3
68	--	--	--	2	2	--	2
65	--	--	--	1	1	--	1

Age 7 years 0 mo. - 7 years 5 mo.						Indians	
IQ	Total	NR	QS	Pri	PC	NC	Pri
150	184	157	151	125	69	139	116
135	151	131	128	102	56	113	93
132	146	127	124	99	54	109	91
130	141	123	120	97	52	105	88
128	136	120	116	94	50	101	85
126	131	117	112	91	48	98	82
124	126	114	108	88	46	95	79
122	121	111	104	85	45	92	76
120	117	108	101	82	44	89	73
118	114	105	99	80	43	87	71
116	112	102	97	78	42	85	69
115	109	99	95	76	41	83	67
114	106	96	93	74	40	81	65
113	103	93	91	72	39	79	63
112	100	90	88	70	38	76	61
111	97	87	85	68	37	73	59
110	94	84	82	66	36	70	57
109	90	81	80	64	35	67	55
108	85	78	78	61	34	64	52
107	80	75	75	58	33	61	49
106	75	71	72	55	32	58	46
105	70	67	69	52	31	55	43
104	66	64	66	50	30	52	41
103	63	60	63	47	29	49	39
102	60	56	60	44	28	46	37
101	57	52	56	41	27	43	35
100	54	48	52	38	25	39	33
99	--	45	49	36	24	36	31
98	--	42	46	34	23	34	29
97	--	39	43	33	22	32	27
96	--	36	40	32	21	30	25
95	--	34	38	31	20	28	23
94	--	31	35	29	19	26	22
93	--	28	32	27	18	24	21
92	--	26	29	25	17	22	20
91	--	24	27	23	16	20	19
90	--	22	25	21	15	18	18
89	--	--	24	20	14	--	17
88	--	--	23	19	13	--	16
87	--	--	22	18	--	--	15
86	--	--	21	17	12	--	14
85	--	--	20	16	--	--	13
84	--	--	18	15	11	--	12
82	--	--	16	14	--	--	11
80	--	--	14	13	10	--	10
78	--	--	12	11	9	--	9
76	--	--	10	10	8	--	8
74	--	--	9	9	7	--	7
72	--	--	8	8	6	--	6
70	--	--	7	7	5	--	5
68	--	--	6	6	4	--	4
65	--	--	4	4	3	--	3

Age 7 years 6 mo. - 7 years 11 mo.						Indians	
IQ	Total	NR	QS	Pri	PC	NC	Pri
150	198	166	161	133	73	149	124
135	167	141	140	110	59	124	101
132	162	138	136	107	57	121	95
130	157	136	132	105	55	118	93
128	152	133	128	103	53	115	91
126	147	130	125	99	52	112	89
124	142	127	122	96	51	109	87
122	138	124	119	94	50	106	85
120	134	121	116	92	49	103	83
118	131	118	114	90	48	100	81
116	128	115	112	88	47	97	79
115	126	112	110	86	46	95	77
114	123	109	108	84	45	93	75
113	120	106	106	82	44	91	73
112	117	103	103	80	43	89	71
111	114	100	100	78	42	87	69
110	111	97	97	76	41	84	67
109	108	94	95	74	40	82	65
108	105	91	93	72	39	79	63
107	102	88	91	69	38	76	60
106	99	85	88	66	37	73	57
105	95	83	85	63	36	70	54
104	90	79	82	60	35	67	51
103	85	75	79	57	34	64	48
102	80	71	75	54	33	61	45
101	76	67	71	51	32	58	42
100	72	63	67	48	31	55	39
99		60		48	30	52	37
98		57		44	29	49	35
97		54		42	28	47	34
96		51		40	27	45	33
95		48		38	26	43	32
94		45		36	25	40	30
93		42		34	24	38	28
92		39		32	23	36	26
91		37		30	22	34	24
90		35		28	21	32	23
89		32		26	20	30	21
88		30		24	19	28	19
87		28		22	18	26	18
86		26		20	17	24	17
85		24		19	16	22	16
84		22		18	15	20	15
82		20		17	14	18	14
80		18		16	13	17	13
78		16		15	12	15	12
76		14		14	11	13	11
74		12		13	10	12	10
72		11		12	9	11	9
70		10		11	8	10	8
68		9		9	7	9	7

Age 8 years 0 mo. - 8 years 5 mo.							
						Indians	
IQ	Total	NR	QS	Pri	PC	NC	Pri
150	210	174	170	140	77	158	131
135	179	149	149	117	63	133	108
132	174	146	145	115	61	130	106
130	169	143	142	113	59	127	104
128	165	140	139	111	57	124	102
126	161	137	136	109	56	121	100
124	157	134	133	107	55	119	98
122	153	131	130	105	54	117	96
120	149	129	128	103	53	115	94
118	146	127	127	101	52	113	92
116	143	125	125	99	51	111	90
115	140	123	123	97	50	109	88
114	137	121	121	95	49	107	86
113	134	119	119	93	48	105	84
112	131	116	116	91	47	103	82
111	129	113	113	89	46	101	80
110	127	110	110	97	45	98	78
109	124	108	108	85	44	96	76
108	121	106	106	83	43	94	74
107	118	104	104	81	42	92	72
106	115	101	101	79	41	90	70
105	112	98	99	76	40	88	67
104	109	95	95	74	39	86	65
103	105	92	92	71	38	83	63
102	101	89	89	68	37	80	60
101	97	86	86	65	36	77	57
100	93	82	83	63	35	74	54
99	90	78	80	60	34	70	51
98	86	74	77	57	33	67	49
97	82	70	74	54	32	64	47
96	78	67	72	52	31	61	45
95	74	64	70	50	30	58	43
94	70	61	67	47	29	55	40
93	66	58	64	44	28	52	38
92	63	55	61	41	27	49	36
91	60	52	58	39	26	47	34
90	57	49	55	37	25	45	32
89	53	46	52	35	24	42	30
88	50	42	49	33	23	39	28
87	47	39	46	31	22	36	26
86	44	36	43	29	21	34	24
85	41	33	40	27	20	32	22
84	38	31	37	25	19	30	20
82	35	29	34	23	18	28	19
80	32	27	32	21	17	26	18
78	29	25	29	19	16	24	17
76	26	23	26	17	15	22	16
74	23	21	24	16	14	20	15
72	21	19	22	15	13	18	14
70	19	17	20	14	12	16	13
68	17	15	18	13	11	14	12
65	15	13	15	11	9	12	10
50	4	4	4	3	2	4	3

Age 8 years 6 mo. - 8 years 11 mo.							
						Indians	
IQ	Total	NR	QS	Pri	PC	NC	Pri
150	220	179	177	144	79	164	135
135	191	157	158	124	67	142	115
132	186	154	155	121	65	139	112
130	181	151	152	119	63	136	110
128	177	148	149	117	61	133	108
126	173	146	146	115	60	130	106
124	169	142	143	113	59	128	104
122	165	140	140	111	58	126	102
120	161	138	137	109	57	124	100
118	159	136	135	108	56	122	99
116	157	134	133	107	55	120	98
115	155	132	131	106	54	118	97
114	153	130	129	104	53	116	95
113	150	128	127	102	52	114	93
112	147	126	125	100	51	112	91
111	144	124	123	98	50	110	89
110	141	121	121	96	49	108	87
109	139	119	119	94	48	106	85
108	136	117	117	92	47	104	83
107	133	115	115	90	46	102	81
106	130	113	113	88	45	100	79
105	127	110	110	86	44	98	77
104	124	107	107	84	43	96	75
103	120	104	104	82	42	94	73
102	116	101	101	79	41	92	70
101	112	98	98	76	40	87	67
100	108	94	95	73	39	86	64
99	104	90	92	70	38	84	62
98	100	87	90	67	37	81	60
97	96	84	87	64	31	79	57
96	92	80	84	61	35	74	54
95	88	76	81	58	34	70	51
94	84	73	78	56	33	67	49
93	80	70	75	53	31	64	47
92	76	67	72	50	30	61	45
91	73	64	69	47	29	58	42
90	70	60	65	44	28	56	39
89	66	57	62	41	26	53	36
88	62	54	59	38	25	50	34
87	58	51	56	35	24	47	32
86	54	48	53	33	23	44	30
85	51	45	50	31	22	41	28
84	48	42	47	29	21	38	26
82	45	39	44	27	20	35	24
80	42	35	42	25	19	33	22
78	39	33	40	24	18	31	21
76	36	31	37	23	17	29	20
74	33	29	34	21	16	27	19
72	30	27	31	19	15	25	18
70	27	25	28	17	14	23	16
68	24	22	25	15	13	21	14
65	22	19	22	13	11	18	12
50	6	5	6	4	3	5	4

Age 9 years 0 mo. - 9 years 5 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	232	187	186	151	82	173	141
135	202	165	165	132	71	151	123
132	198	162	162	130	69	149	121
130	194	160	159	128	68	147	119
128	190	158	157	126	66	145	117
126	186	156	155	124	65	143	115
124	182	153	153	122	63	141	113
122	178	151	150	120	62	139	111
120	175	148	147	118	61	137	109
118	173	146	144	117	60	135	108
116	171	144	142	116	59	133	107
115	169	142	140	115	58	131	106
114	167	140	138	113	57	129	104
113	165	138	136	111	56	127	102
112	162	136	134	109	55	125	100
111	159	134	132	107	54	123	98
110	156	132	130	105	53	120	96
109	153	130	128	103	52	118	94
108	150	128	126	101	51	116	92
107	147	126	124	99	50	114	90
106	144	123	121	97	49	112	88
105	141	120	118	94	48	109	86
104	138	118	116	92	47	107	84
103	135	115	114	90	46	105	82
102	131	112	111	88	45	102	79
101	127	109	108	86	44	99	77
100	123	106	105	83	42	96	74
99	119	102	101	80	41	93	71
98	114	98	98	76	40	90	68
97	109	94	95	72	39	86	65
96	104	90	92	68	38	82	61
95	99	86	89	65	37	78	58
94	95	82	85	62	36	73	56
93	91	79	82	59	34	68	54
92	87	76	79	56	33	63	52
91	84	73	76	53	32	58	49
90	81	70	73	51	31	54	46
89	77	67	70	48	29	52	44
88	73	64	67	45	27	50	41
87	69	60	64	42	26	48	39
86	65	57	61	39	25	46	37
85	61	53	58	36	24	44	34
84	57	50	55	33	23	42	32
82	54	46	52	31	22	40	29
80	51	43	50	29	21	39	27
78	48	40	47	27	20	37	25
76	45	37	44	25	19	35	24
74	42	35	41	23	18	33	22
72	39	33	38	21	17	31	21
70	36	31	35	20	16	29	19
68	33	29	33	19	15	27	17
65	30	26	30	17	13	24	15
50	9	8	9	5	4	7	5

Age 9 years 6 mo. - 9 years 11 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	241	191	193	154	84	178	147
135	214	173	173	139	75	160	132
132	210	170	170	137	73	157	130
130	206	168	168	135	72	155	128
128	202	166	166	133	70	153	126
126	198	164	164	131	69	151	124
124	195	162	161	129	67	149	122
122	192	160	159	127	66	147	120
120	189	158	156	125	65	144	118
118	187	156	154	123	64	143	117
116	185	154	152	121	63	142	116
115	183	152	150	120	62	141	114
114	181	150	148	119	61	139	112
113	179	148	146	118	60	137	111
112	177	146	144	117	59	135	109
111	174	144	142	115	58	133	108
110	171	142	140	113	57	131	106
109	167	140	138	111	56	129	104
108	164	138	136	109	55	127	102
107	161	135	133	107	54	125	100
106	158	132	130	105	53	122	98
105	154	129	127	102	52	119	95
104	151	126	125	100	51	117	93
103	148	124	123	98	50	115	91
102	145	121	120	96	49	113	89
101	141	119	118	94	48	111	87
100	137	116	115	92	46	108	85
99	132	112	111	88	45	104	81
98	127	108	108	84	44	100	77
97	121	104	104	80	43	96	73
96	116	100	101	76	42	92	69
95	111	96	98	73	41	88	66
94	108	92	94	70	40	85	64
93	104	89	91	67	39	82	62
92	100	85	87	64	38	79	59
91	96	82	84	61	36	76	56
90	92	79	81	58	34	73	53
89	89	75	78	56	32	69	51
88	86	71	75	53	30	66	49
87	82	67	72	50	28	63	47
86	78	64	69	47	27	60	44
85	74	61	66	44	26	57	41
84	70	58	64	41	25	54	38
82	66	55	61	38	24	51	35
80	62	52	59	35	23	48	32
78	59	49	55	33	22	46	30
76	56	46	52	31	21	43	28
74	52	43	49	29	20	40	26
72	48	40	46	27	19	37	24
70	44	37	43	25	18	34	22
68	40	34	40	22	17	31	20
65	36	30	36	19	15	28	18
50	12	11	12	6	5	10	6

Age 10 years 0 mo. - 10 years 5 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	247	197	198	157	86	185	151
135	224	180	179	146	78	168	140
132	220	178	176	144	76	165	138
130	217	176	174	141	74	163	136
128	214	174	172	140	73	161	134
126	211	172	170	138	72	159	132
124	208	170	168	136	71	157	130
122	205	168	166	134	70	155	128
120	202	166	164	132	69	153	126
118	199	165	162	131	68	152	125
116	197	164	160	130	67	150	124
115	195	162	158	129	66	149	123
114	193	160	156	127	65	147	121
113	191	158	154	126	64	146	120
112	189	156	152	124	63	144	118
111	186	154	150	123	62	143	117
110	183	152	148	121	61	141	115
109	180	149	146	119	60	139	113
108	176	146	143	117	59	137	111
107	172	143	140	115	58	134	109
106	168	140	137	113	57	131	106
105	165	137	134	110	56	128	104
104	161	135	132	108	55	126	102
103	157	133	130	106	54	124	100
102	154	131	128	104	53	122	98
101	151	129	126	102	52	120	96
100	148	126	123	100	51	118	94
99	143	122	119	96	49	114	90
98	138	118	116	92	48	110	86
97	133	114	113	89	47	106	83
96	128	110	110	86	46	103	80
95	123	107	107	83	45	100	77
94	120	103	103	80	43	96	74
93	116	99	99	77	42	93	71
92	112	96	96	74	40	90	68
91	108	93	93	71	39	87	65
90	104	90	90	68	38	84	62
89	100	86	87	64	36	80	59
88	96	82	84	60	34	77	56
87	92	78	81	57	33	73	53
86	88	74	78	54	32	70	50
85	84	70	75	51	31	66	47
84	80	67	72	48	30	63	44
82	76	64	69	45	28	60	41
80	72	61	66	42	26	57	38
78	68	57	62	39	24	53	35
76	64	53	58	36	23	49	32
74	60	49	54	33	22	45	29
72	56	45	51	30	21	41	27
70	51	41	48	27	20	38	25
68	46	38	45	25	19	35	23
65	41	34	41	22	17	32	20
50	15	14	14	8	6	13	8

Age 10 years 6 mo. - 10 years 11 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	254	199	204	160	88	188	154
135	233	186	186	151	81	175	145
132	229	183	183	149	79	172	143
130	226	180	180	147	77	169	141
128	223	178	177	145	75	167	139
126	220	176	174	143	74	165	137
124	217	174	172	141	73	163	135
122	214	172	170	139	72	161	133
120	211	170	168	137	71	160	131
118	209	169	167	136	70	159	130
116	207	168	166	135	69	158	129
115	204	166	164	134	68	157	128
114	202	164	162	133	67	155	127
113	200	162	160	131	66	153	125
112	198	160	158	129	65	151	123
111	196	158	156	127	65	149	121
110	193	156	154	125	63	147	119
109	188	153	151	123	62	145	117
108	183	150	148	121	61	142	115
107	179	147	145	118	60	139	112
106	175	144	142	115	59	136	109
105	171	141	139	112	57	133	106
104	168	140	137	111	56	132	105
103	166	138	135	110	55	131	104
102	163	136	133	109	54	129	103
101	160	134	131	107	53	127	101
100	156	132	129	105	52	125	99
99	151	128	125	102	51	123	97
98	145	124	121	98	50	121	95
97	139	120	118	94	48	119	92
96	134	115	114	90	46	117	89
95	129	111	110	86	44	114	86
94	125	109	107	84	43	111	83
93	122	106	105	82	42	107	78
92	119	103	103	80	41	102	75
91	116	100	100	77	40	97	72
90	113	97	97	74	39	92	69
89	109	94	94	71	38	89	66
88	105	91	91	68	37	86	63
87	101	88	88	65	36	83	60
86	97	85	85	62	35	80	57
85	93	81	82	59	33	77	54
84	89	77	79	56	31	73	51
82	85	73	76	53	29	69	48
80	81	69	72	49	27	65	45
78	77	65	69	46	26	61	42
76	72	61	66	43	25	57	39
74	67	57	62	40	24	53	36
72	62	53	58	37	23	49	33
70	57	49	54	34	22	45	30
68	52	44	50	30	21	41	27
65	47	39	46	26	19	37	24
50	17	16	17	9	7	15	9

Age 11 years 0 mo. - 11 years 5 mo.							
						Indians	
IQ	Total	NR	QS	Pri	PC	NC	Pri
150	260	204	210	164	90	195	159
135	238	189	190	154	83	180	149
132	234	187	187	152	80	178	147
130	230	185	184	150	78	176	145
128	227	183	182	148	76	174	143
126	224	181	180	146	75	172	141
124	221	179	178	144	74	170	139
122	219	177	176	142	73	168	137
120	216	175	174	140	72	167	135
118	213	174	172	139	71	165	134
116	210	172	170	138	70	163	133
115	207	170	168	137	69	162	132
114	205	168	166	136	68	161	131
113	203	166	164	135	67	159	130
112	201	164	162	133	66	157	128
111	199	162	160	131	65	155	126
110	197	160	158	129	64	152	124
109	194	158	155	127	63	150	122
108	190	155	152	125	62	148	120
107	186	152	149	123	61	146	118
106	182	149	146	120	60	143	115
105	178	146	144	117	59	140	112
104	175	144	141	115	58	138	110
103	172	142	139	113	57	136	108
102	169	140	137	111	56	134	106
101	166	138	135	109	55	132	104
100	163	135	133	107	54	130	101
99	158	132	130	103	53	126	98
98	153	128	127	100	52	123	95
97	148	124	123	97	50	119	92
96	143	120	119	94	48	115	89
95	138	116	115	91	46	111	86
94	133	113	112	89	45	108	84
93	129	110	109	86	44	105	81
92	125	107	106	83	43	102	78
91	121	104	103	80	42	99	75
90	117	100	100	77	41	96	72
89	114	97	97	75	39	93	70
88	111	94	94	73	37	90	68
87	108	91	91	70	36	87	65
86	104	88	88	67	35	84	62
85	100	85	85	64	34	81	59
84	96	82	82	61	33	78	56
82	92	79	79	58	31	75	53
80	88	75	76	55	29	72	50
78	83	71	73	52	28	68	47
76	78	67	70	49	27	64	44
74	73	63	66	45	26	60	41
72	68	58	62	41	25	56	38
70	63	53	58	37	23	52	34
68	58	48	54	33	21	47	30
65	52	43	50	29	19	42	26
50	18	17	18	10	8	16	9

Age 11 years 6 mo. - 11 years 11 mo.							
						Indians	
IQ	Total	NR	QS	Pri	PC	NC	Pri
150	262	205	212	165	90	197	160
135	243	193	195	157	85	185	152
132	239	191	192	155	83	182	150
130	236	189	189	153	81	180	148
128	233	188	187	151	79	178	146
126	230	186	185	149	77	176	144
124	227	184	183	147	76	174	142
122	224	182	181	145	75	172	140
120	221	180	179	143	74	169	138
118	218	178	177	142	73	168	136
116	215	176	175	141	72	167	135
115	213	174	173	140	71	166	134
114	211	172	171	139	70	164	133
113	209	170	169	138	69	162	132
112	207	168	167	136	68	160	131
111	205	166	165	134	67	158	129
110	203	164	163	132	66	156	127
109	200	162	161	130	65	154	125
108	196	159	158	128	64	152	123
107	192	156	155	126	63	150	121
106	188	153	152	124	62	147	119
105	184	150	149	122	60	144	117
104	181	148	147	120	59	142	115
103	178	146	145	118	53	140	113
102	175	144	143	116	57	138	111
101	172	142	141	114	56	136	109
100	169	140	138	112	55	134	107
99	165	137	135	109	54	131	104
98	161	134	132	106	53	128	101
97	157	131	129	103	52	125	98
96	152	127	126	100	51	122	95
95	147	123	122	97	49	118	92
94	142	120	119	94	48	115	89
93	138	117	116	91	47	112	86
92	133	113	113	88	46	109	83
91	128	109	109	85	44	105	80
90	124	105	105	82	42	101	77
89	121	102	102	79	41	98	74
88	117	99	99	76	40	95	71
87	113	96	96	73	39	92	68
86	109	93	93	70	38	89	65
85	105	90	90	67	36	86	62
84	101	87	87	64	34	83	59
82	97	83	83	61	32	80	56
80	93	79	79	58	30	76	53
78	88	75	76	55	29	72	50
76	83	71	73	51	28	68	47
74	78	66	69	47	27	64	44
72	73	61	65	43	26	59	40
70	68	56	61	39	24	54	36
68	62	51	57	35	22	49	32
65	56	46	53	31	20	44	28
50	21	19	21	11	9	18	10

Age 12 years 0 mo. - 12 years 5 mo.						Indians	
IQ	Total	NR	QS	Pri	PC	NC	Pri
150	267	209	217	168	93	202	164
135	246	195	198	159	87	188	155
132	243	193	196	157	85	186	153
130	240	191	194	155	83	184	151
128	237	189	192	153	81	182	149
126	234	187	190	151	79	180	147
124	231	185	188	149	78	178	146
122	228	183	186	148	77	176	145
120	226	181	184	147	76	174	144
118	224	180	183	146	75	173	143
116	222	179	181	145	74	172	142
115	220	178	179	144	73	171	141
114	218	177	177	143	72	170	140
113	216	176	175	142	71	169	139
112	214	174	173	141	70	167	138
111	212	172	171	140	69	165	136
110	210	170	169	138	68	163	134
109	207	168	167	136	67	161	132
108	204	166	165	134	66	158	130
107	200	162	162	132	65	155	128
106	196	159	159	130	64	152	126
105	192	156	156	128	63	150	124
104	189	154	154	126	62	148	122
103	186	152	152	124	61	146	120
102	183	150	150	122	60	144	118
101	180	148	147	120	59	142	116
100	177	146	144	118	58	140	114
99	173	143	141	115	57	137	111
98	169	140	138	112	56	134	108
97	164	136	135	109	55	131	105
96	159	132	131	106	54	127	102
95	154	128	127	103	52	123	98
94	150	125	124	100	51	120	95
93	146	122	121	97	49	117	92
92	141	118	118	94	47	114	89
91	136	114	114	90	46	110	86
90	131	110	110	87	44	106	82
89	127	107	107	84	43	103	79
88	123	104	104	81	41	100	76
87	119	101	101	78	40	97	73
86	115	98	98	75	38	94	70
85	111	95	95	72	37	91	67
84	107	92	91	67	35	88	64
82	103	88	87	66	34	85	61
80	99	84	83	63	32	81	59
78	94	80	80	59	31	77	55
76	89	75	77	55	30	73	51
74	84	70	73	51	29	68	47
72	79	65	69	47	28	63	43
70	73	60	65	43	26	58	39
68	67	55	61	39	24	53	35
65	61	50	57	34	22	48	31
50	22	19	22	11	9	18	10

Age 12 years 6 mo. - 12 years 11 mo.						Indians	
IQ	Total	NR	QS	Pri	PC	NC	Pri
150	270	211	220	170	94	205	166
135	245	195	197	158	85	189	154
132	242	193	194	156	83	187	152
130	239	191	192	154	82	185	150
128	236	189	190	152	81	183	148
126	234	187	188	151	80	181	147
124	232	185	186	150	79	179	146
122	230	184	185	149	78	177	145
120	227	183	184	148	77	176	144
118	225	182	183	147	76	175	143
116	223	181	181	146	75	174	142
115	221	179	179	145	74	172	141
114	219	177	177	144	73	170	140
113	217	175	175	142	72	168	138
112	215	173	173	140	71	167	136
111	212	170	171	138	70	165	134
110	209	168	169	136	69	163	132
109	206	166	167	134	68	161	130
108	203	164	165	132	67	158	128
107	199	161	162	130	65	155	126
106	196	159	160	129	64	153	125
105	193	157	158	127	63	151	123
104	190	155	156	125	62	149	121
103	187	153	153	123	61	147	119
102	184	150	150	121	59	144	117
101	180	147	147	119	58	141	114
100	176	144	144	116	57	138	111
99	172	141	141	113	56	135	109
98	167	138	137	110	55	132	106
97	162	134	133	107	53	128	103
96	157	130	130	104	52	125	100
95	152	126	126	101	51	121	97
94	147	122	122	97	49	117	93
93	142	118	118	93	47	113	89
92	137	114	114	89	45	109	85
91	134	111	111	86	44	106	82
90	130	108	108	83	43	103	79
89	126	105	105	80	42	100	76
88	122	102	102	77	41	97	73
87	118	99	98	74	39	94	70
86	113	95	94	71	37	91	67
85	108	91	90	68	35	87	64
84	103	87	86	65	33	83	61
82	98	83	83	60	32	79	57
80	93	78	80	56	31	75	53
78	88	73	76	52	30	70	49
76	83	68	72	48	29	65	45
74	77	63	68	44	27	60	41
72	71	58	64	40	25	55	37
70	65	53	60	36	23	50	33
68	27	23	26	14	11	21	13
65							
50							

Age 13 years 0 mo. - 13 years 5 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	273	213	223	172	96	208	169
135	249	197	201	161	87	192	158
132	246	195	198	159	85	190	156
130	243	193	195	157	84	188	154
128	240	191	193	155	83	186	152
126	237	189	191	153	82	184	150
124	235	187	189	152	81	182	149
122	233	186	188	151	80	181	148
120	231	185	187	150	79	180	147
118	230	184	186	149	78	179	146
116	228	183	185	148	77	178	145
115	226	182	183	147	76	177	144
114	224	180	181	146	75	175	143
113	222	178	179	145	74	173	142
112	220	176	177	143	73	171	140
111	217	174	175	142	72	169	139
110	214	172	173	140	71	167	137
109	211	170	171	138	70	165	135
108	208	168	169	136	69	163	133
107	205	165	166	134	67	160	131
106	202	163	164	133	66	158	130
105	199	161	162	132	65	156	129
104	196	159	160	130	64	154	127
103	193	157	157	128	63	152	125
102	190	155	154	126	61	150	123
101	186	152	151	123	60	147	120
100	182	149	148	120	59	144	117
99	178	146	145	117	58	141	114
98	173	142	141	114	57	137	111
97	168	138	137	111	55	133	108
96	163	134	134	107	54	129	105
95	158	130	130	104	53	125	102
94	153	126	126	101	51	121	98
93	148	122	122	97	49	117	94
92	143	118	118	93	47	113	90
91	139	115	115	90	46	110	87
90	135	112	112	87	45	107	84
89	131	109	109	84	44	104	81
88	127	106	106	81	43	101	78
87	123	103	102	78	41	98	75
86	118	99	98	75	39	95	72
85	113	95	94	72	37	91	69
84	108	91	90	69	35	87	66
82	102	86	86	65	33	82	62
80	96	81	82	61	32	77	58
78	90	76	78	57	31	72	54
76	84	71	74	53	30	67	50
74	78	66	70	48	28	62	45
72	72	61	65	43	26	57	40
70	67	55	61	38	24	52	35
50	29	24	27	15	11	22	14

Age 13 years 6 mo. - 13 years 11 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	276	215	226	173	96	211	171
135	250	200	202	161	86	195	159
132	247	198	200	159	85	194	157
130	245	196	198	158	84	192	156
128	243	194	196	157	83	190	155
126	241	192	194	156	82	188	154
124	239	191	193	155	81	187	153
122	237	190	192	154	80	186	152
120	236	189	191	153	79	185	151
118	234	188	190	152	78	184	150
116	232	187	188	151	77	183	149
115	230	185	186	150	76	181	148
114	228	183	184	149	75	179	147
113	226	181	182	147	74	177	145
112	223	179	180	145	73	175	143
111	220	177	178	143	72	173	141
110	217	175	176	141	71	171	139
109	214	172	174	139	70	168	137
108	211	169	171	137	69	165	135
107	208	167	169	136	68	163	134
106	205	165	167	135	67	161	133
105	202	163	165	133	66	159	131
104	199	161	162	131	65	157	129
103	196	159	159	129	63	155	127
102	192	156	156	126	62	152	124
101	188	153	153	123	61	149	121
100	184	150	149	120	60	146	118
99	179	146	145	117	58	142	115
98	174	142	141	114	56	138	112
97	169	138	138	110	55	134	118
96	164	134	134	106	54	130	104
95	159	130	130	102	52	126	100
94	154	126	126	99	50	122	97
93	149	122	122	96	48	118	94
92	145	119	119	92	47	115	90
91	141	116	116	89	45	112	87
90	137	113	113	87	44	109	85
89	132	110	109	84	42	106	82
88	127	107	105	81	41	103	79
87	122	103	101	78	39	99	76
86	117	99	97	75	38	95	73
85	112	95	93	72	36	91	70
84	106	90	90	68	35	87	66
82	100	85	86	64	34	82	62
80	94	80	82	60	33	77	58
78	88	75	78	56	32	72	54
76	83	70	74	52	30	67	50
74	78	65	70	47	28	62	45
72	73	60	66	42	26	57	40
50	34	28	31	18	13	26	17

Age 14 years 0 mo. - 14 years 5 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	278	216	228	174	97	213	173
135	253	200	204	165	88	197	163
132	251	198	202	164	87	195	162
130	248	196	200	162	86	193	160
128	246	195	198	159	85	192	158
126	244	194	197	158	84	191	157
124	242	193	196	157	83	190	156
122	241	192	195	156	82	189	155
120	239	191	194	155	81	188	154
118	237	190	192	154	80	187	153
116	235	188	190	153	79	185	152
115	233	186	188	152	78	183	151
114	231	184	186	150	77	181	149
113	229	182	184	149	76	179	148
112	226	180	182	148	75	177	147
111	223	178	180	146	74	175	145
110	220	176	178	144	73	173	143
109	217	174	175	142	72	171	141
108	214	172	173	141	71	169	140
107	211	170	171	140	70	167	139
106	208	168	169	138	69	165	137
105	205	166	167	136	68	163	135
104	202	164	164	134	66	161	133
103	198	161	160	131	65	158	130
102	194	158	157	128	64	155	127
101	190	155	154	125	63	152	124
100	185	151	150	122	61	148	121
99	180	147	146	119	59	144	118
98	174	143	142	116	58	140	115
97	169	139	138	113	57	136	112
96	164	135	134	109	55	132	108
95	159	131	130	105	53	128	104
94	154	127	126	101	51	124	100
93	150	124	122	98	50	121	97
92	146	121	118	95	49	118	94
91	142	118	115	92	48	115	91
90	138	115	112	89	46	112	88
89	133	111	109	86	44	108	85
88	128	107	105	83	42	104	82
87	123	103	101	80	40	100	79
86	118	99	97	76	38	96	75
85	112	94	93	72	36	91	71
84	106	89	89	68	34	86	67
82	100	84	85	64	32	81	63
80	94	79	81	59	30	76	58
78	88	74	77	54	29	71	53
76	82	68	72	49	28	65	48
74	75	62	67	44	27	59	43
50	36	29	32	19	13	27	18

Age 14 years 6 mo. - 14 years 11 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	280	217	230	175	97	215	174
135	255	202	207	164	90	200	163
132	253	200	205	163	89	198	162
130	251	199	203	162	88	197	161
128	249	197	202	161	87	195	160
126	247	195	201	160	86	193	159
124	246	194	200	159	85	192	158
122	245	193	199	158	84	191	157
120	243	192	198	157	83	190	156
118	241	191	196	156	82	189	155
116	239	190	194	155	81	188	154
115	237	189	192	154	80	187	153
114	235	188	190	153	79	186	152
113	233	186	188	152	78	184	151
112	231	184	186	151	77	182	150
111	228	182	184	149	76	180	148
110	225	180	182	147	75	178	146
109	222	178	180	146	74	176	145
108	219	176	178	144	73	174	143
107	216	174	176	142	72	172	141
106	213	172	173	140	71	170	139
105	209	169	170	138	69	167	137
104	205	166	166	135	68	164	134
103	201	163	163	132	67	161	131
102	196	160	160	129	66	158	128
101	191	156	156	126	64	154	125
100	186	152	152	123	62	150	122
99	181	148	148	120	61	146	119
98	176	144	144	116	59	142	115
97	171	140	140	113	57	138	112
96	166	136	136	109	55	134	108
95	161	132	131	105	53	130	104
94	157	129	126	102	52	127	101
93	153	126	123	99	51	124	98
92	149	123	120	96	50	121	95
91	144	120	117	93	48	118	92
90	139	116	113	90	46	114	89
89	134	112	109	87	44	110	86
88	129	108	105	84	42	106	83
87	124	104	101	80	40	102	79
86	117	99	98	76	39	97	75
85	110	94	94	71	38	92	70
84	103	89	90	66	36	87	65
82	97	83	85	61	34	81	60
80	91	77	80	56	32	75	55
78	85	71	75	51	30	69	50
76	79	65	70	46	28	63	45
50	41	33	37	21	15	31	20

Age 15 yrs. 0 mo. - 15 yrs. 5 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	283	219	233	176	98	218	176
135	259	204	211	167	91	203	167
132	257	203	209	166	90	202	166
130	255	202	207	165	89	201	165
128	253	201	206	---	--	200	---
126	251	200	205	164	88	199	164
124	250	199	204	---	--	198	---
122	249	198	203	163	87	197	163
120	248	197	202	162	86	196	162
118	247	196	200	161	85	195	161
116	245	195	198	160	84	194	160
115	243	194	196	159	83	193	159
114	241	193	194	158	82	192	158
113	239	191	192	157	81	190	157
112	236	189	190	156	80	188	156
111	233	187	188	154	79	186	154
110	230	185	186	152	78	184	152
109	227	183	184	151	77	182	151
108	224	181	182	149	76	180	149
107	221	179	180	147	75	178	147
106	218	177	177	145	74	176	146
105	214	174	174	143	72	173	143
104	210	171	171	140	71	170	140
103	206	168	168	137	70	167	137
102	202	165	164	134	69	164	134
101	197	161	160	131	67	160	131
100	192	157	156	128	65	156	128
99	187	153	152	125	64	152	125
98	182	149	147	122	62	148	122
97	177	145	143	118	60	144	118
96	172	141	139	114	58	140	114
95	166	137	135	110	56	136	110
94	162	134	132	107	55	133	107
93	158	131	129	104	54	130	104
92	154	128	125	101	52	127	101
91	150	124	121	98	50	123	98
90	145	120	117	95	48	119	95
89	140	116	113	92	46	115	92
88	135	112	109	88	44	111	88
87	130	108	105	84	42	107	84
86	124	103	101	79	41	102	79
85	116	98	97	74	39	97	74
84	109	92	92	69	37	91	69
82	102	86	87	64	35	85	64
80	96	80	82	59	33	79	59
78	89	74	77	54	31	73	54
76	82	68	72	49	29	67	49
50	44	35	39	23	16	34	23

Age 15 yrs. 6 mo. through 15 yrs. 11 mo.

IQ	Total	NR	QS	Pri	PC	Indians NC	Indians Pri
150	286	221	236	178	99	220	178
135	265	209	217	171	94	208	171
132	263	208	215	170	93	207	170
130	261	207	213	169	92	206	169
128	260	206	212	168	--	205	168
126	259	205	211	167	91	204	167
124	258	204	210	166	90	203	166
122	256	203	209	165	89	202	165
120	254	202	207	164	88	201	164
118	252	201	205	163	87	200	163
116	250	200	203	162	86	198	162
115	248	198	201	161	85	197	161
114	246	197	200	160	--	196	160
113	244	196	198	159	84	195	159
112	242	194	196	158	83	193	158
111	240	192	194	157	82	191	157
110	237	190	192	156	81	189	156
109	234	188	190	155	80	187	155
108	231	186	188	153	79	185	153
107	228	184	186	151	78	183	151
106	225	182	183	149	77	181	149
105	221	179	180	147	75	178	147
104	217	176	177	146	74	175	146
103	213	173	174	144	73	172	144
102	209	170	170	142	72	169	142
101	204	166	166	140	70	165	140
100	199	162	162	138	68	161	138
99	194	159	157	134	67	158	134
98	189	155	153	130	65	154	130
97	184	151	149	125	63	150	125
96	179	147	145	120	61	146	120
95	174	143	141	115	59	142	115
94	170	140	138	112	58	139	112
93	166	137	134	109	57	136	109
92	162	134	130	106	55	133	106
91	158	130	126	103	53	129	103
90	153	126	122	100	51	125	100
89	148	122	118	97	49	121	97
88	143	118	114	93	47	117	93
87	137	114	110	89	45	113	89
86	130	108	106	83	43	107	83
85	123	102	100	78	41	101	78
84	116	96	96	73	39	95	73
82	109	90	91	68	37	89	68
80	102	84	86	63	35	83	63
78	95	78	81	58	33	77	58
76	88	72	76	52	31	71	52
50	49	39	44	26	18	38	26

Adults - Age 16 and over
(Indians included)

IQ	Total	NC	QS	PC
150	287	222	237	
135	267	213	220	97
132	265	212	218	96
130	264	210	216	95
128	263	209	215	
126	262	208	214	94
124	261	207	213	93
122	259	206	212	92
120	257	205	210	91
118	253	204	208	90
116	253	203	206	89
115	251	201	204	88
114	249	200	203	87
113	247	199	201	86
112	245	198	199	85
111	243	196	197	84
110	241	194	195	83
109	238	192	193	82
108	235	190	191	81
107	232	188	189	80
106	229	186	187	79
105	226	184	184	78
104	222	181	181	77
103	218	178	178	76
102	214	175	174	75
101	209	171	170	73
100	204	167	166	71
99	199	164	162	70
98	194	160	158	68
97	189	156	154	66
96	184	152	150	64
95	179	148	145	62
94	175	145	142	61
93	171	142	138	59
92	167	138	134	57
91	163	134	130	55
90	158	130	126	53
89	153	126	122	51
88	148	122	118	49
87	142	118	114	47
86	135	112	108	45
85	128	106	102	43
84	120	100	96	41
82	112	94	89	39
80	105	88	82	37
78	98	82	75	35
76	91	75	68	33
50	51	41	45	19

V. SCORING THE LEARNING POTENTIAL EXAMINATION

All parts of the examination can be scored very quickly and accurately by any teacher or aide except on tests one and three. If a quick score is needed use the QS (Quick Score) column on the profile sheet, as it does not require the scoring of these two tests. Test three, however, is important in determining the subject's potential for learning to read, and should be used when possible. Test One, Visual Memory, is really a separate examination as it is not used in determining any IQ scores; therefore, IQ scores can be obtained before it is scored. It's use is important, however, in determining causes of reading problems.

Each page of the examination should be scored by laying the answer sheet for that page beside the completed test booklet and comparing answers. Be sure to multiply the number of correct answers by the proper number given at the top of the page of the answer key. The total possible score for each test is fifty points.

Transfer scores from each section of the Learning Potential Examination to the appropriate spaces under "Area Scores". Transfer these scores to the column being used. Whether the column used will be the "T", 'Non-Reading", "Primary", or another column will depend on the child being tested. Pages 6 and 7 of the "Examiners Manual" explain which scores to use. Total that column and refer to the "Norms" booklet to convert the raw score to an IQ score.

Scores listed under "area scores" should be transferred to the "Individual Profile" Graph by circling the proper numbers. For example, if the visual memory is 46, then the number 46 would be circled after "visual memory" in the Individual Profile. If the exact number needed is not shown on the graph, a dot should be placed in the proper position between the number above and below the score. For example, a score of 16 on Symbol Identification would be between 15 and 18 but a little closer to 15. After all scores have been recorded on the Individual Profile, a line drawn from circle to circle will help to make comparisons more obvious.

Next, subtract "one" from the student's chronological age in years. Locate that number on the line to the right of the title "Individual Profile". Using a ruler, draw a line straight down the page from that number. For example, if the pupil is eleven years old, draw a perpendicular line beginning at the number ten. Scores on the graph falling to the left of this line indicate an area in which the subject may be low in ability. If one score is far to the left of his other scores, this knowledge should aid the teacher in adapting instruction by utilizing the individuals other stronger abilities.

The number of correct answers on each line of Part 7 "General Information": should be transferred to the Reading Interest Areas Graph by circling the numbers as was done in the Individual Profile above. This graph shows clearly in which areas the student has gained more than the usual information. Individuals usually rate very high only in areas in which they have a special interest. This information can be used as a guide to discussions leading to the proper selection of reading materials suited to the individual.

A sample profile is shown on the back page of this manual.

ANSWER KEY

-1 a. VISUAL MEMORY

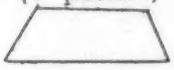
Compare each drawing with the samples and the descriptions above them.

The easiest way to score is to write the number of points taken off beside each incorrect drawing, total these, and subtract from 50. Do not write anything by correct drawings.

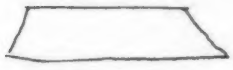
When the test is given to a group, it is usually best to score the first row on all the tests, etc. This way the criteria for each drawing can be kept in mind more easily.

Row 1.

1. (3 points)



0 Full credit: Four sides with ends slanted in.

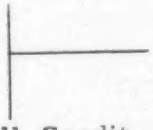


-1 point: Ends perpendicular or one end slanted wrong way. Incomplete.

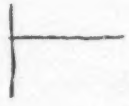
-2 points: No picture. Wrong number of sides.

-3 points. Reversed (both ends slanted out). Not recognizable.

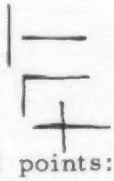
2. (3 points.)



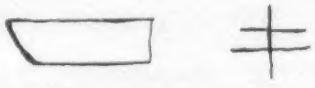
0 Full Credit
Connected lines.



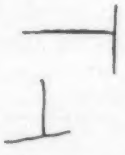
-1 point:
Lines not touching
Lines connected at ends.
Lines crossing.



-2 points:
More than 2 lines
Closed figure.
No figure.



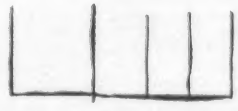
-3 points:
Reversed.



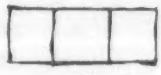
3. (3 points)

0 Full credit
Four arms and base

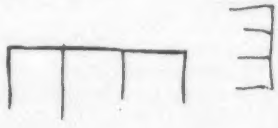
-1 point:
Incomplete
Too many arms.



-2 points:
No figure

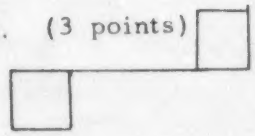


-3 points:
Lines extending downward or sideward.

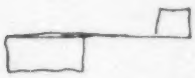


Row 2.

4. (3 points)

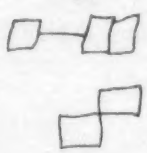


0 Full credit:
Four sided closed areas in correct position.

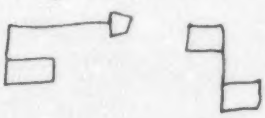


-1 point:
Two closed areas connected by line.

-2 points:
More or less than 2 closed areas.
No line between squares.
No figure.



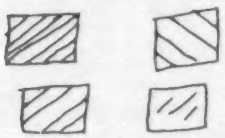
-3 points:
Part or all of line.
Perpendicular.



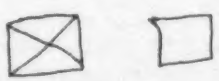
5. (3 points)

0 Full credit
Three lines inside box, with ends touching box.

-1 point:
Lines reversed.
More or less lines.
Ends not touching.

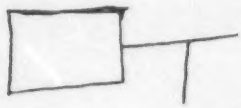


-2 points:
No figure.
Lines crossed.
No lines.

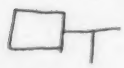


-3 points:
More or less than 4 sides. Rotation.

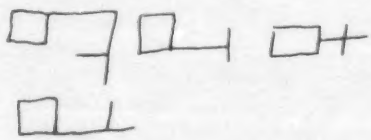
6. (3 points)



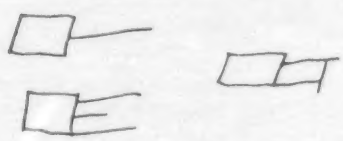
0 Full credit.



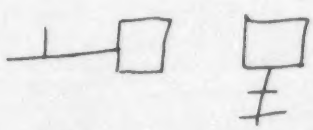
-1 point:
Lines crossing.
Any box with 2 connected lines on right.



- 2 points:
Two or no closed areas.
No picture.
More or less than 2 lines on right.

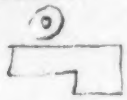


-3 points:
Reversed
Line perpendicular.



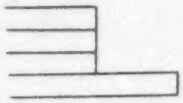
Row 3

7. (3 points)

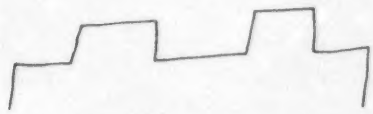


Watch for distractability.

8. (3 points)

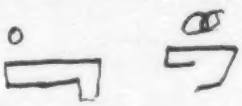


9. (3 points)

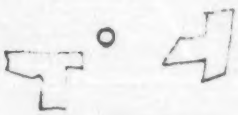


0 Full credit: All six sides recognizable; double circle above.

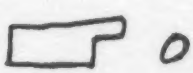
-1 point: More or less than 2 circles, circles overlapping. Incomplete but correct so far.



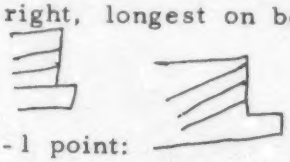
-2 points: no picture Wrong number of sides. Circles or figure missing completely.



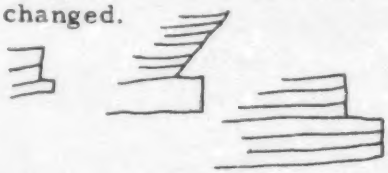
-3 points: Reversed figure. Circles on wrong side. Unrecognizable.



0 Full credit
Four sections closed on right, longest on bottom.

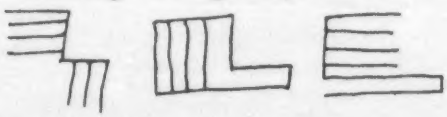


-1 point:
More or less sections.
Length of some sections changed.

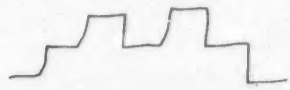


-2 points:
Long section on top.
Both ends closed.
Both ends open.
All parts same length.
No picture.

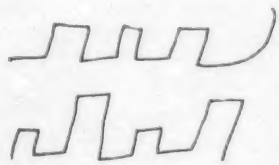
-3 points:
Pointing wrong way.



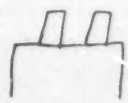
0 - Full credit:
Line with 2 humps



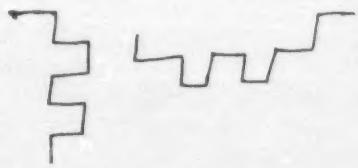
-1 point:
Any horizontal line drawing.



-2 points:
No picture.
Closed areas.



-3 points:
Reversedhorizontally or turned at 90° angle.

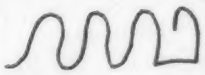


Row 4.

10. (3 points)

Watch for perseveration.

11. (3 points)

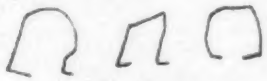


Watch for perseveration.

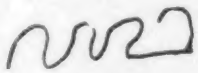
12. (3 points)

Figure-ground perception.

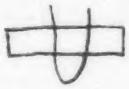
0 Full credit: 3 figures open at bottom; "feet" in right direction.



0 Full credit: 4 humps; last line turned in; square corner at end.

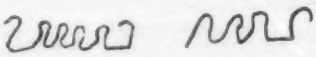


0 Full credit: curved line crosses rectangle twice.

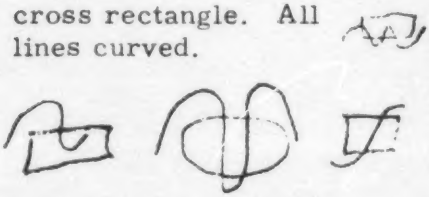


-1 point: closed figures.

-1 point: No square corner. Top line turned out. More or less than 4 humps.

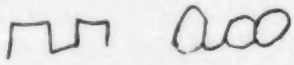


-1 point: line does not cross rectangle. All lines curved.

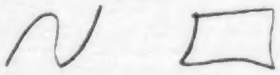


-2 points: No picture. More or less than 3 figures. "Feet" on all three alike.

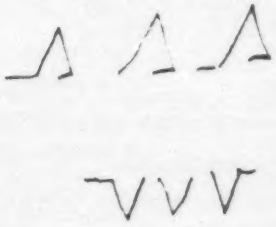
-2 points: No picture. Straight line figure. Closed figure.



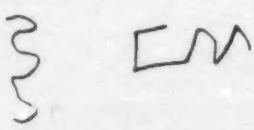
-2 points: No picture. One symbol missing.



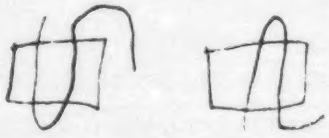
-3 points: Reversed. Unrecognizable.



-3 points: Reversed. Unrecognizable.



-3 points: Reversed. Unrecognizable.



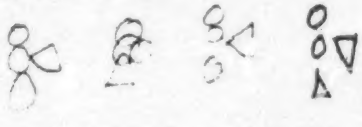
Row 5.

13. (3 points)

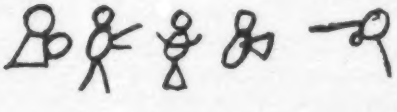
Figure-ground perception

0 Full credit: 3 figures touching--one overlapped.

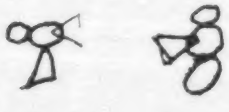
-1 point: More or less than one figure overlaps others. Figures not connected.



-2 points: Open figures. Figure missing. No picture.



-3 points: Reversed.



14. (4 points)

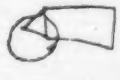
Figure-ground perception

0 Full credit: 3 recognizable figures, all overlapping.

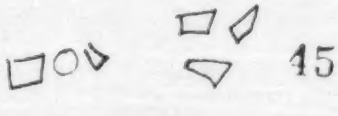
-1 point: One figure missing or not recognizable. Circle overlaps only one.

-2 points: No picture; only one figure recognizable; figures do not overlap.

-3 points: Reversed. Not recognizable.



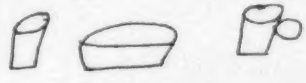
-4 points: Figures not connected.



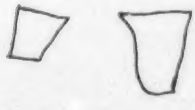
15. (7 points)

Perspective

0 - Full 7 point credit: Glass, plate, cup all right side up with top oval and side showing on each.



One point off for each top oval not showing.

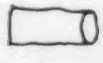


One point off for each side not showing.

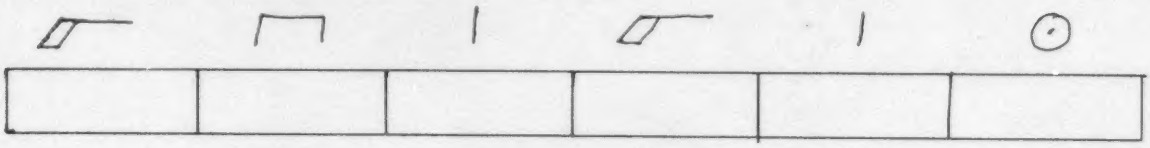
One point off for missing cup handle, or handle on wrong side.

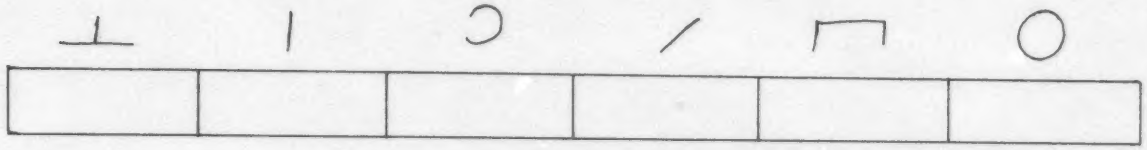
One point off for both top and bottom showing.

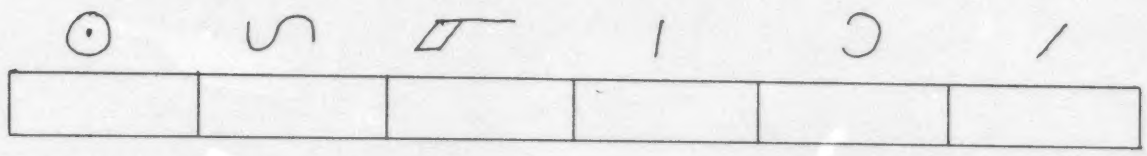
Two points off for each figure tipped to side or wrong side up, or for items in wrong order.

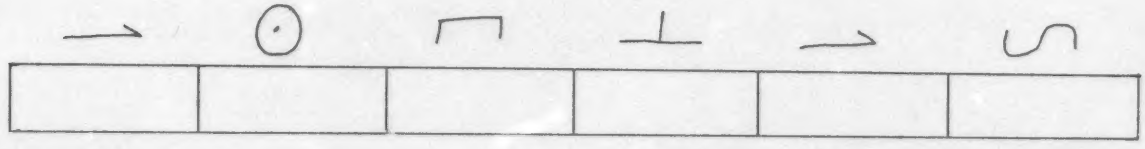


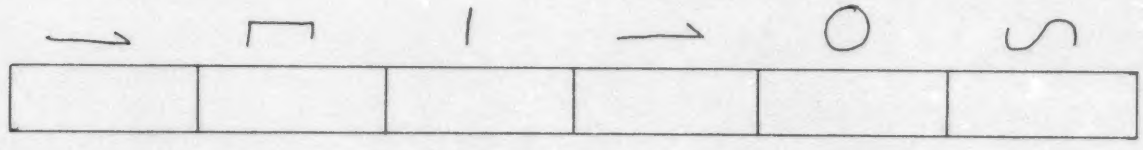
One point for each correct symbol.
If 3 minutes are allowed, each symbol counts as only 1/2 point.

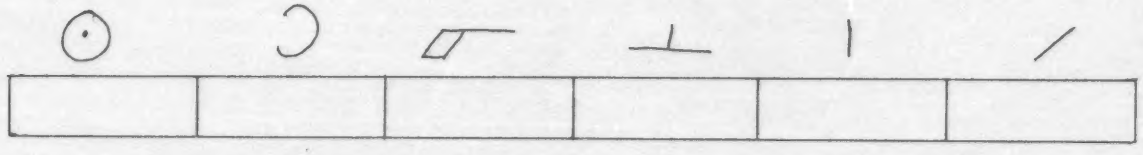


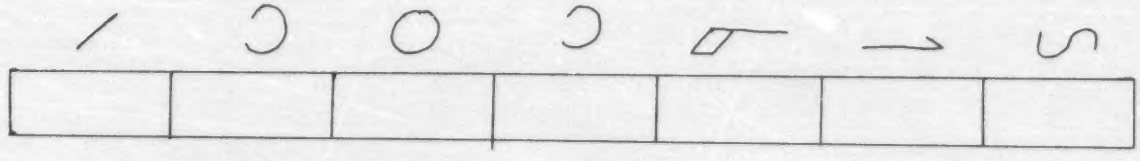


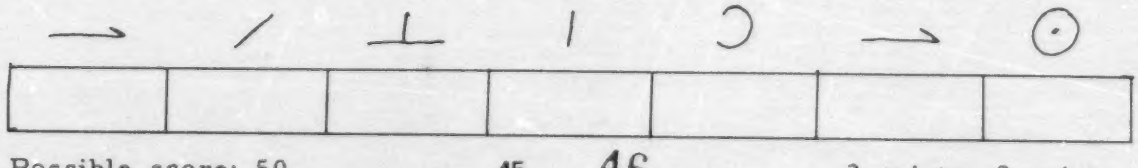












Possible score: 50 45 46 2 points 2 points

3 a. SYMBOL IDENTIFICATION — Learning Potential--Answer Key

Identification of symbols. Possible score -- 30 points
Two points for each correct answer.
Answers must be exact--one of the words given here.

Two	Men	Horses	Went	Mountain	Nothing	Eat
(Give credit if horse and man are both listed twice.)	Riders		rode hurry run going travel (Other synonyms acceptable)	hill		food

Five	Suns	Eye	Snake	Gun	Snake	Eat	Snake
(or sun listed five times) (Or: "It was very hot" gets 4 points)	days years			shot		food	

3b. SYMBOL INTERPRETATION

Interpretation of Ideas. Possible score - 20 points.
Two points for each correct idea.
Ideas may be expressed in any words but exact idea given here must be expressed.

Two	/ riders men on horseback	/ rode over went up rushed through	/ a mountain. the mountains	/ They had nothing to eat, They went hungry,

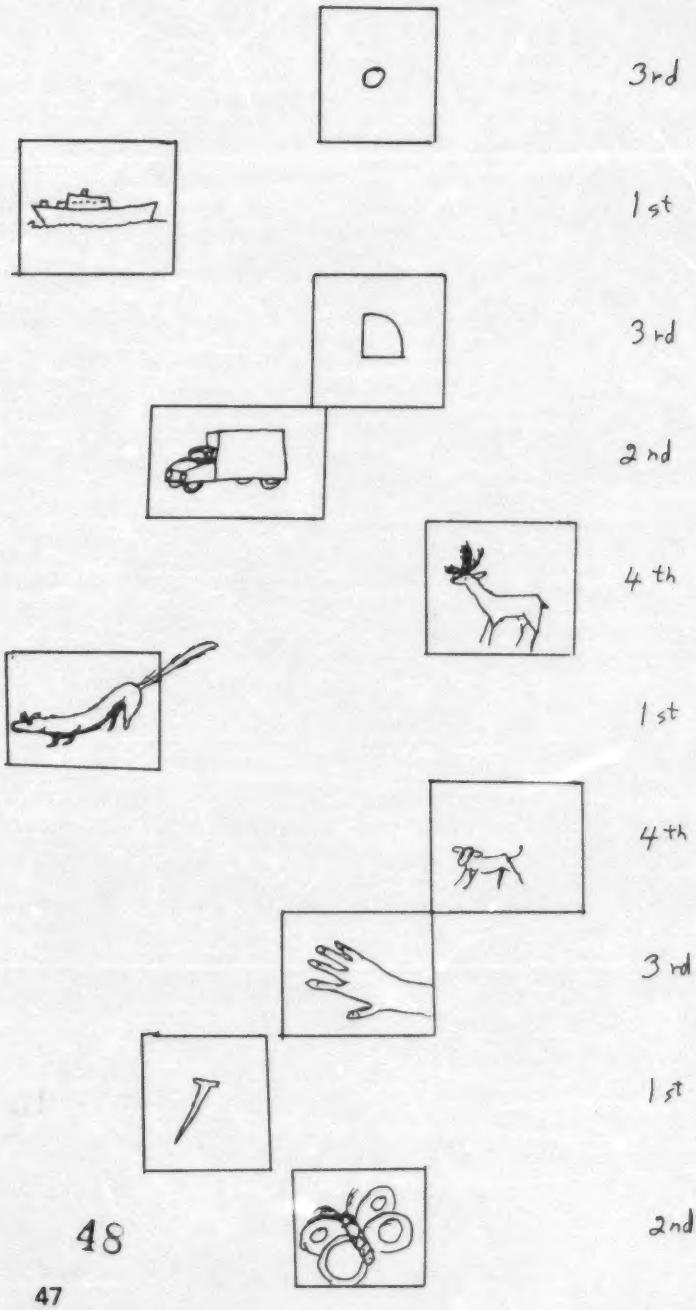
five days very hot	/ saw a snake	/ shot it shot the snake Killed it with their guns (one point for "took his gun")	/ ate the snake.

One or two extra points for one or two additional creative ideas which add to, but do not interfere with the story, such as: "In the hot weather, everything was dry and the horse did not get to eat." or "only the man who shot it ate the snake."

No credit for misinterpretations used in place of correct ideas, such as:
"The horse ran up the hill and no one ever saw him again."
"The man ran to the horse."
"The sun hurt his eyes."
"They saw nothing but five snakes."
"Then a snake bit him."

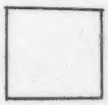
4. RELATIONSHIPS

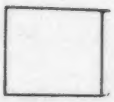
Each answer counts 5 points.
Score is number of correct answers times 5.



5.a. LISTENING COMPREHENSION

Each answer counts 5 points.
Add score from page 56.

2nd 

3rd 

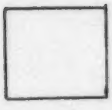
2nd

1st

49

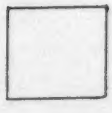
5 b. Add to score from page 5 a.

2nd

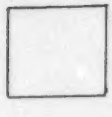


1st

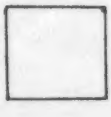
3rd



3rd



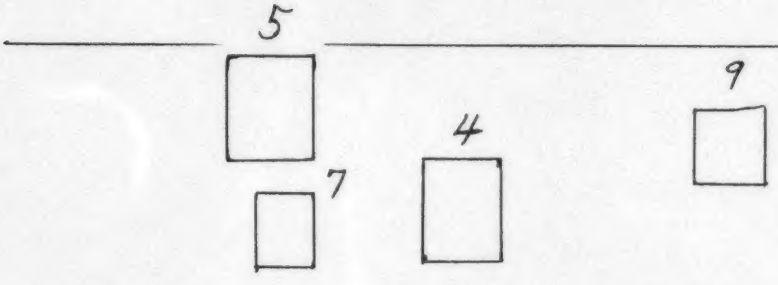
3rd

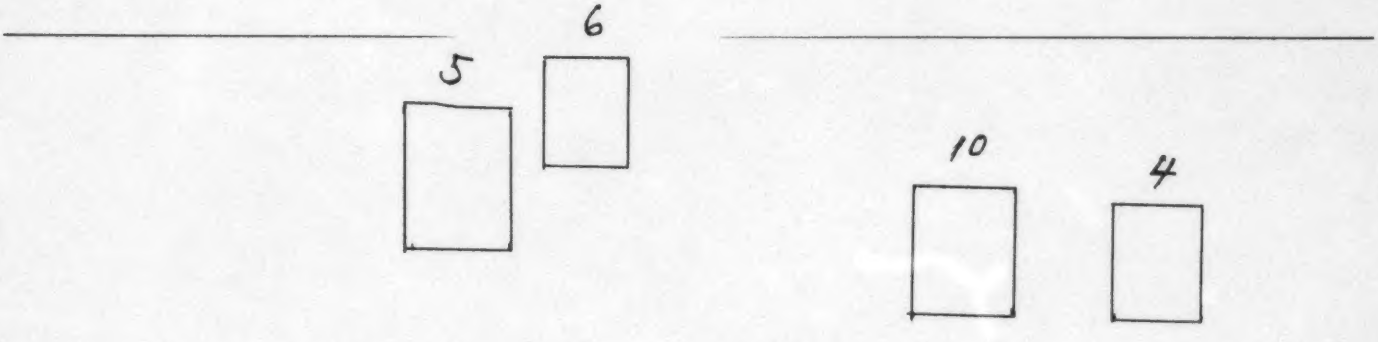


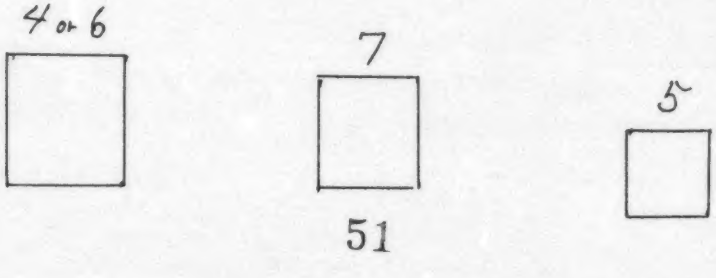
1st

6. PICTURE COMPLETEION

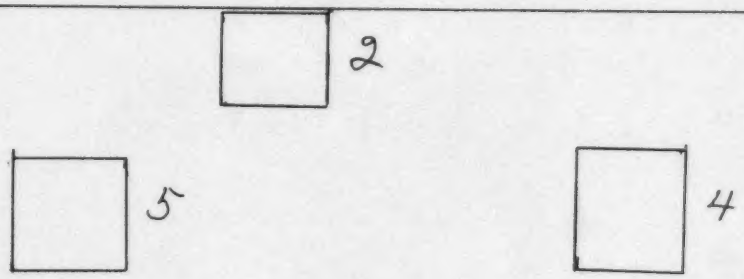
Each answer counts 2 points.
Count both pages.

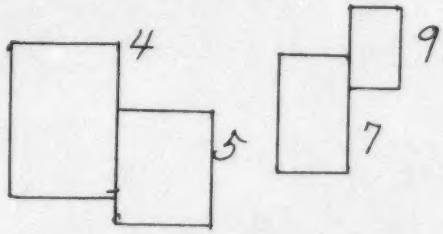


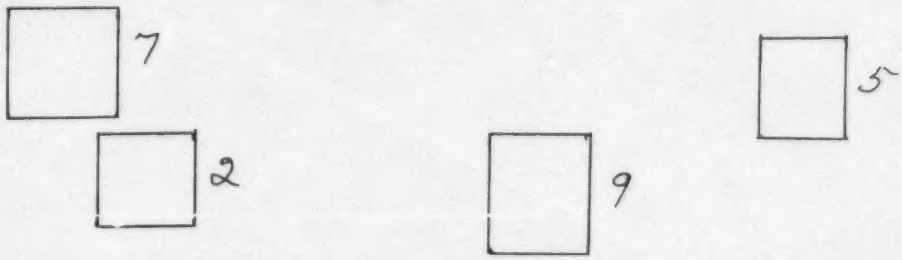




6 b. Add to scores from 6 a.

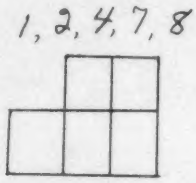


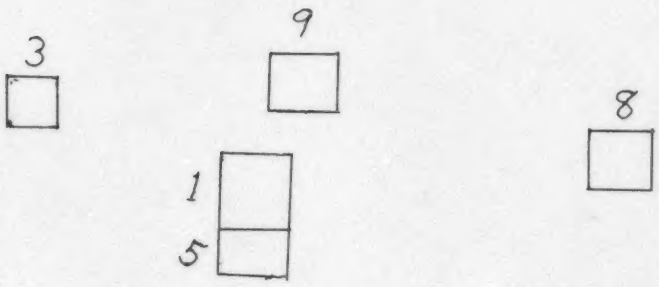


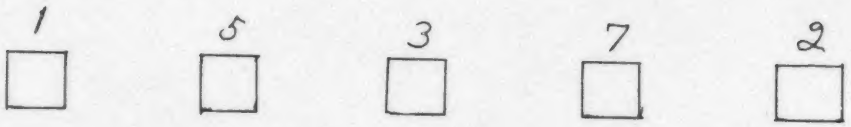


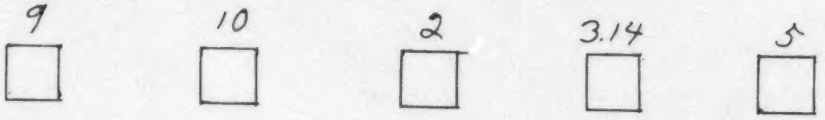
7 a. GENERAL INFORMATION AND INTERESTS

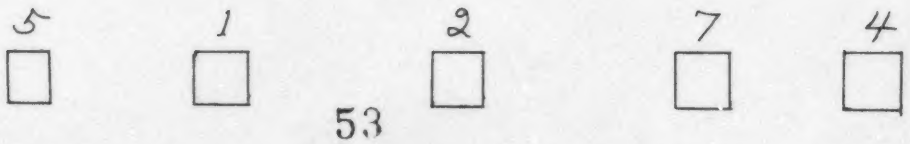
Be sure to mark number correct by each row.
Transfer these scores to back of test under
Interest Areas.
Add for total score.
Each answer counts one point.



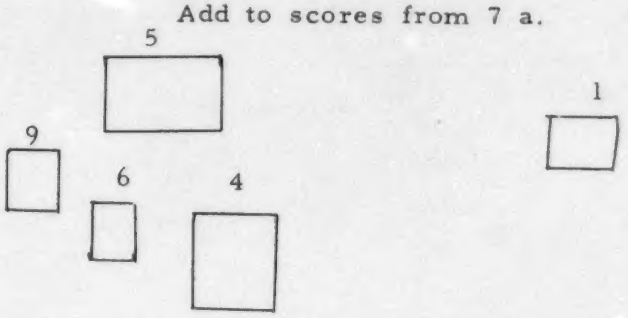


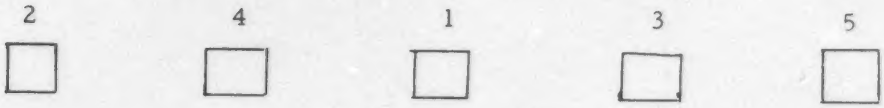


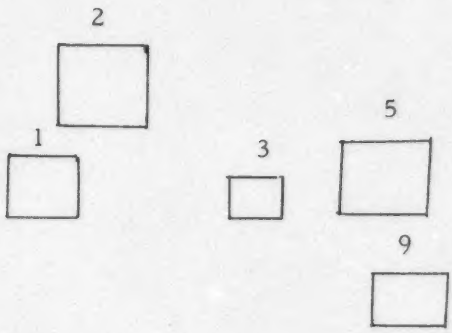


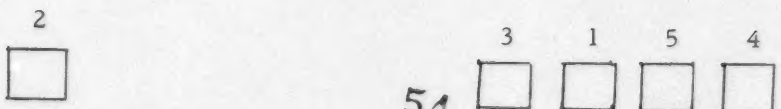


7 b. Add to scores from 7 a.









54

GILLILAND LEARNING POTENTIAL EXAMINATION

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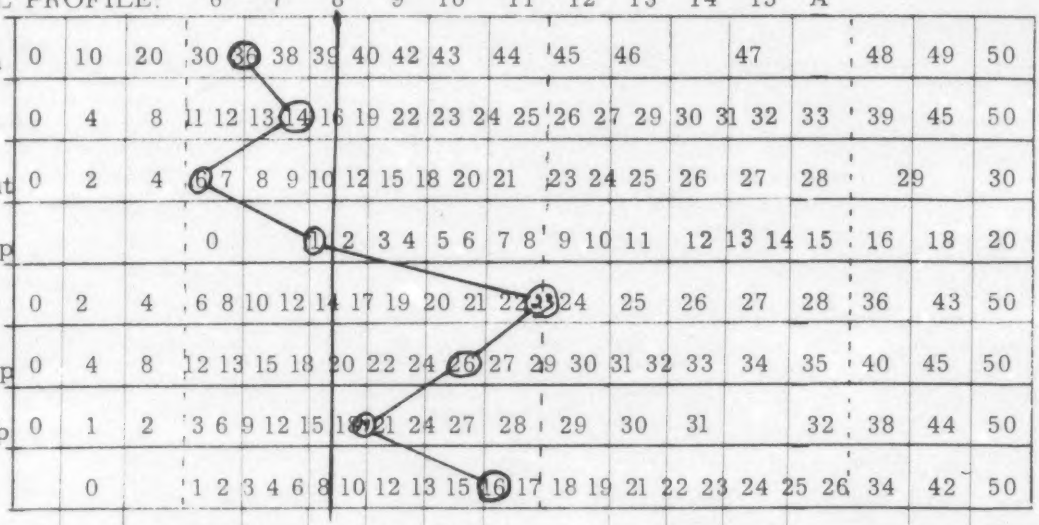
Name Sample Profile Age 9 yrs 8 mo Birthday Aug. 26, 1958

Date _____ Grade 4 School Campus Elementary

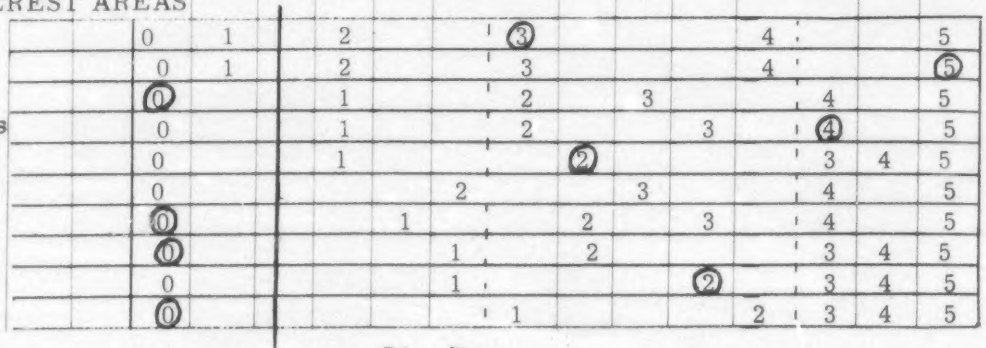
Group ☒ Individual ☐ Tested by Frances Henderson

AREA SCORES:		T	NR-NC	QS	Pri	PC	VM
1. Visual Memory	36						36
2. Symbolic Representation	14	14	14			14	
3a Symbol Identification	6	6	6				
3b Symbol Interpretation	1	1					
4. Relationships	23	23	23				
5. Listening Comprehension	26	26	26			26	
6. Picture Completion	19	19	19				
7. General Information	16	16					
Totals:		105	88			40	36
		T	NR-NC	QS	Pri	PC	VM
IQ SCORES:		94	93			94	Problem Area

INDIVIDUAL PROFILE:



READING INTEREST AREAS



GILLILAND LEARNING POTENTIAL EXAMINATION

1. Visual Memory

Name _____

1	2	3
4		

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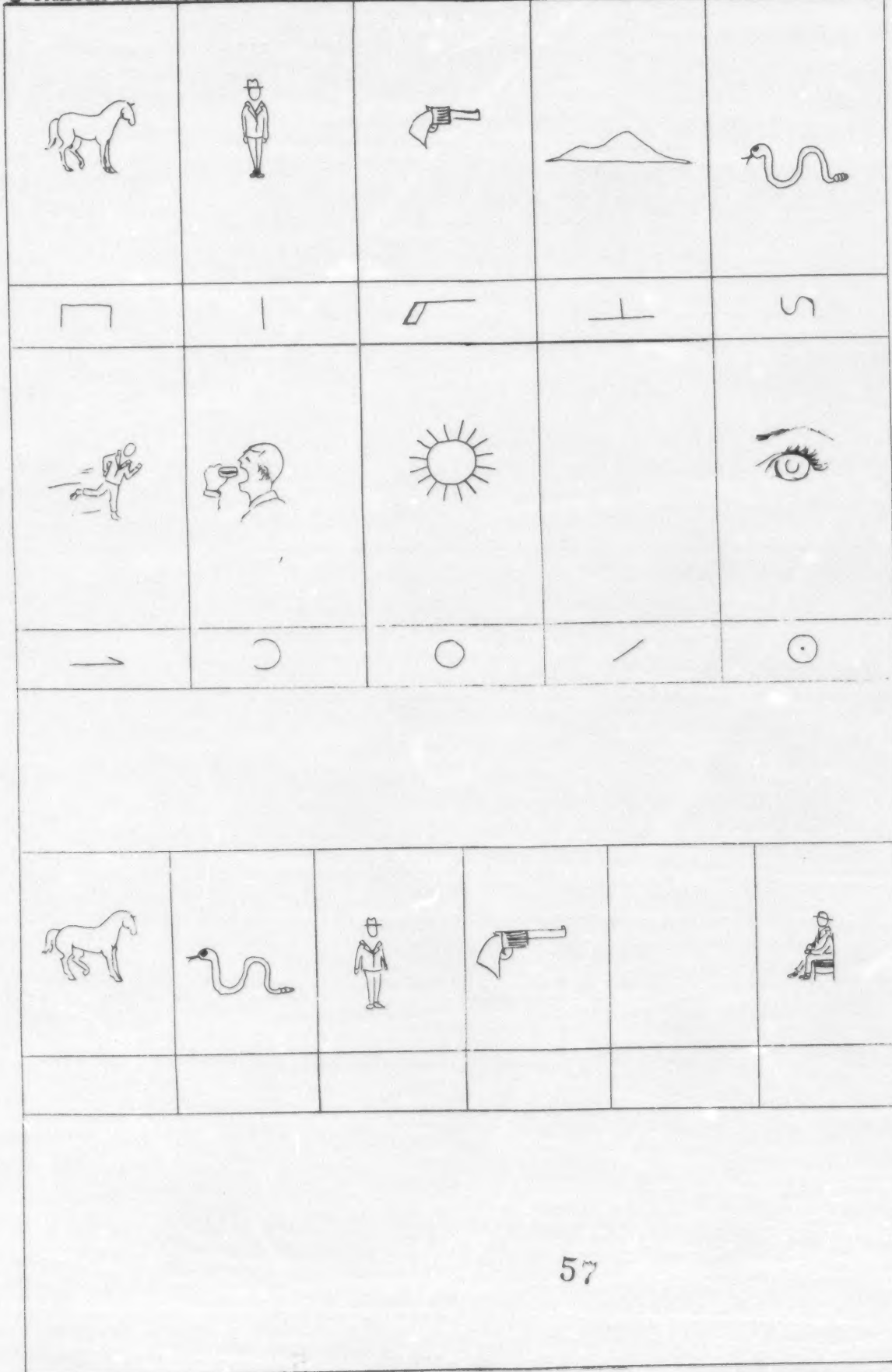
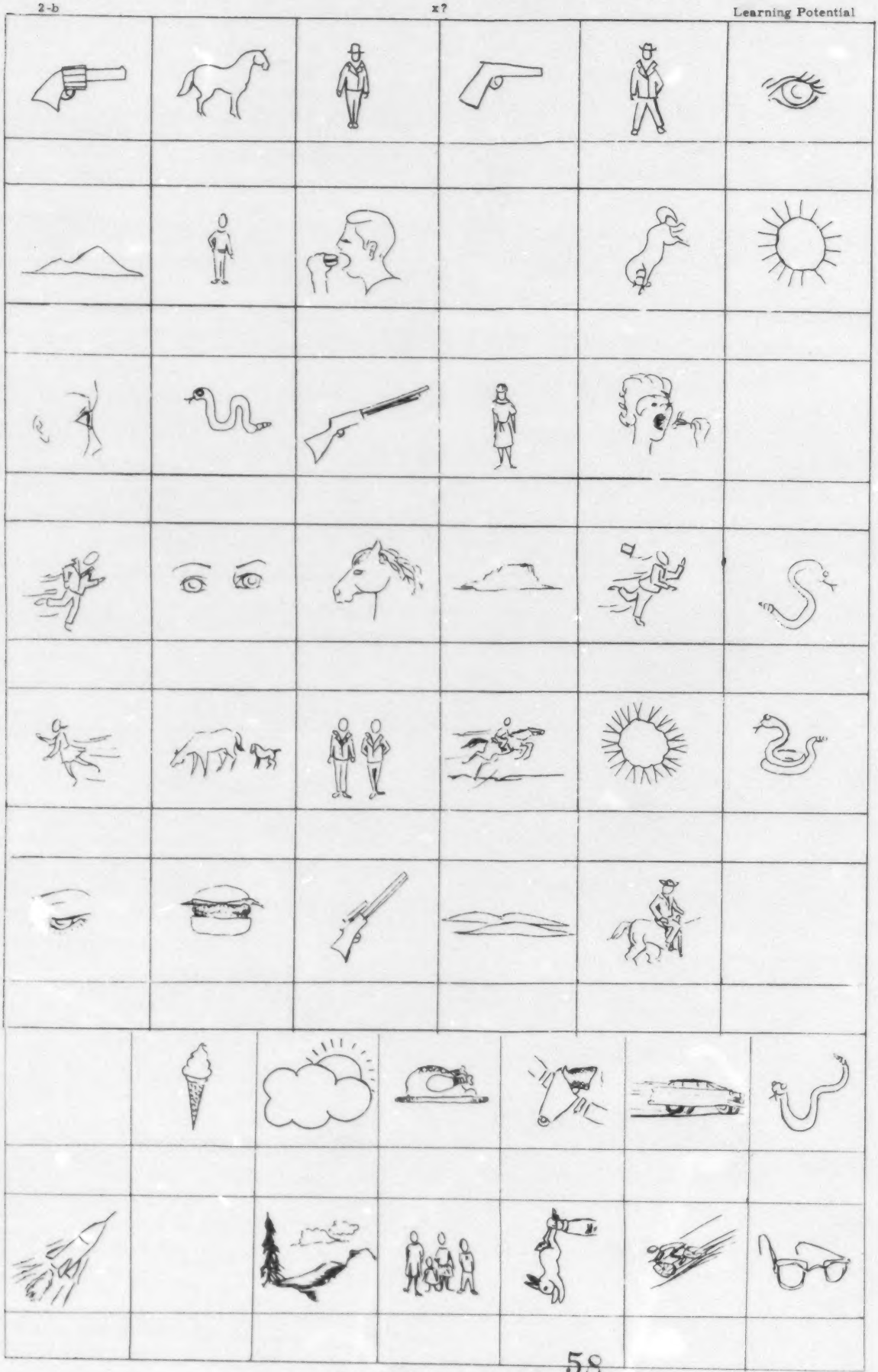
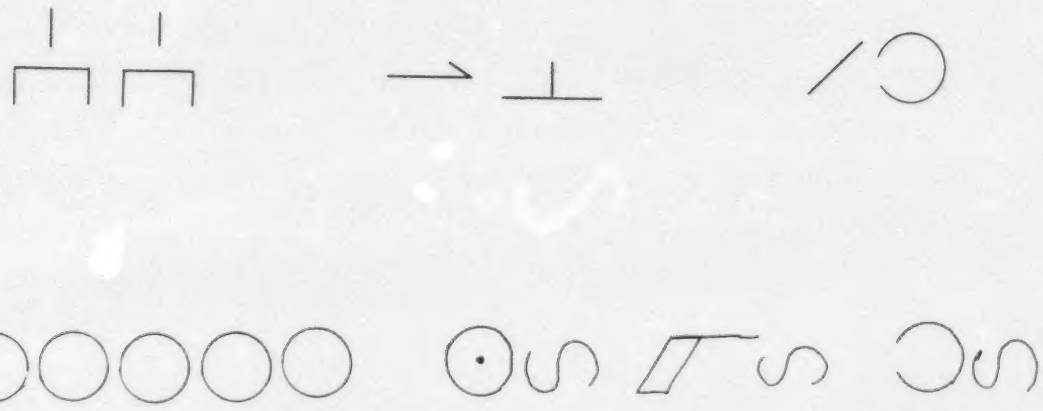


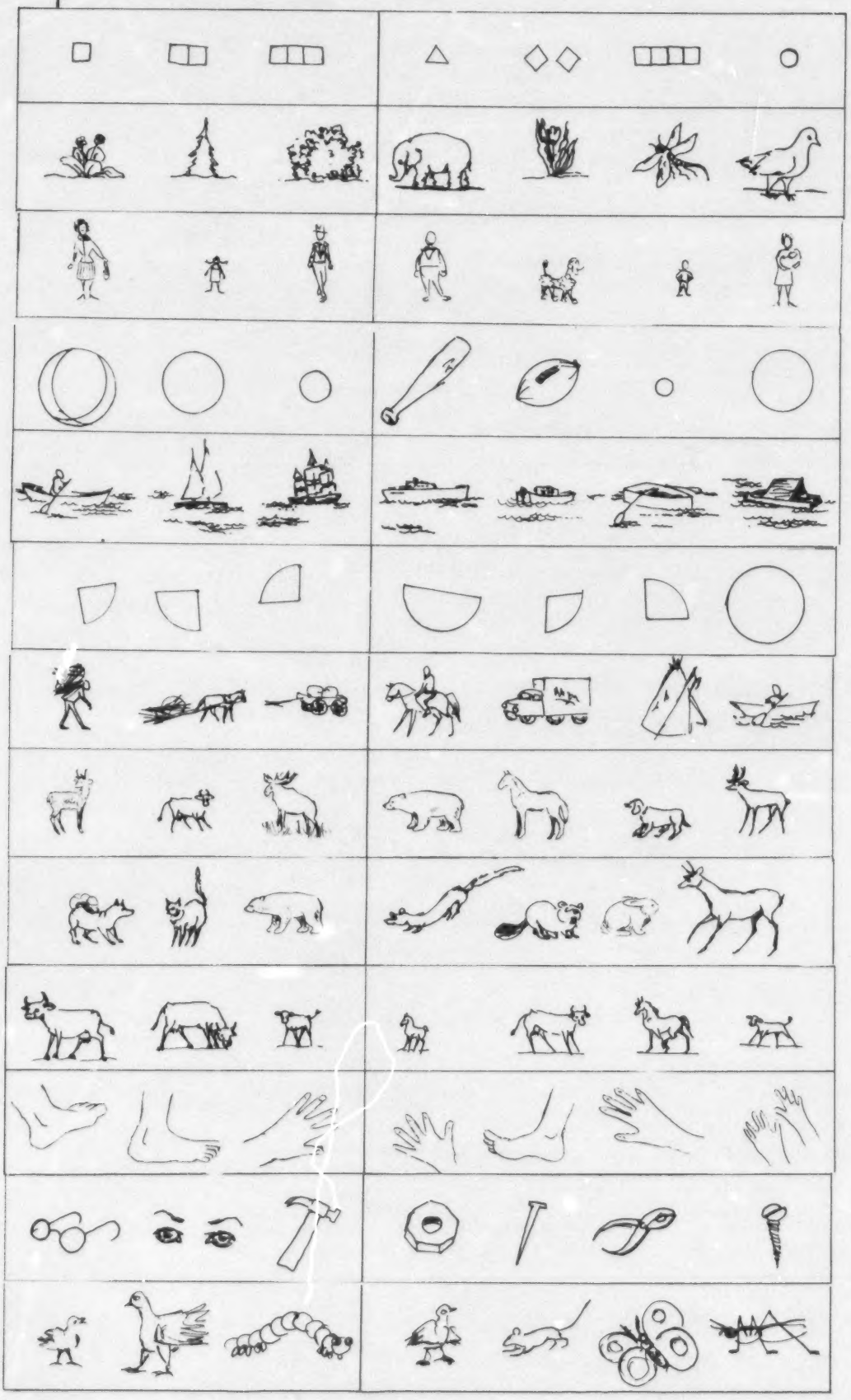


Time Allowed _____ Minutes.

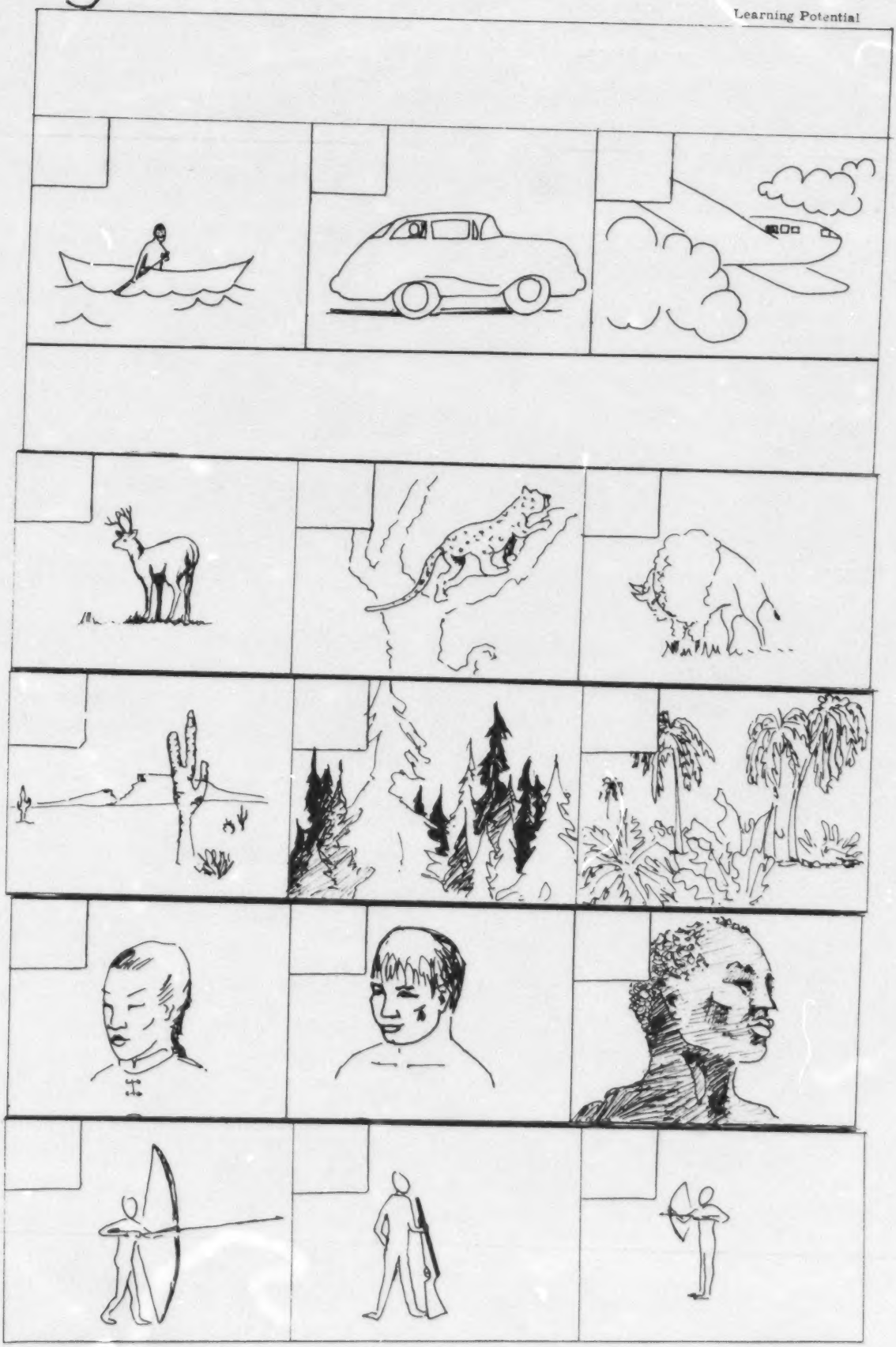
3a. SYMBOL IDENTIFICATION x2



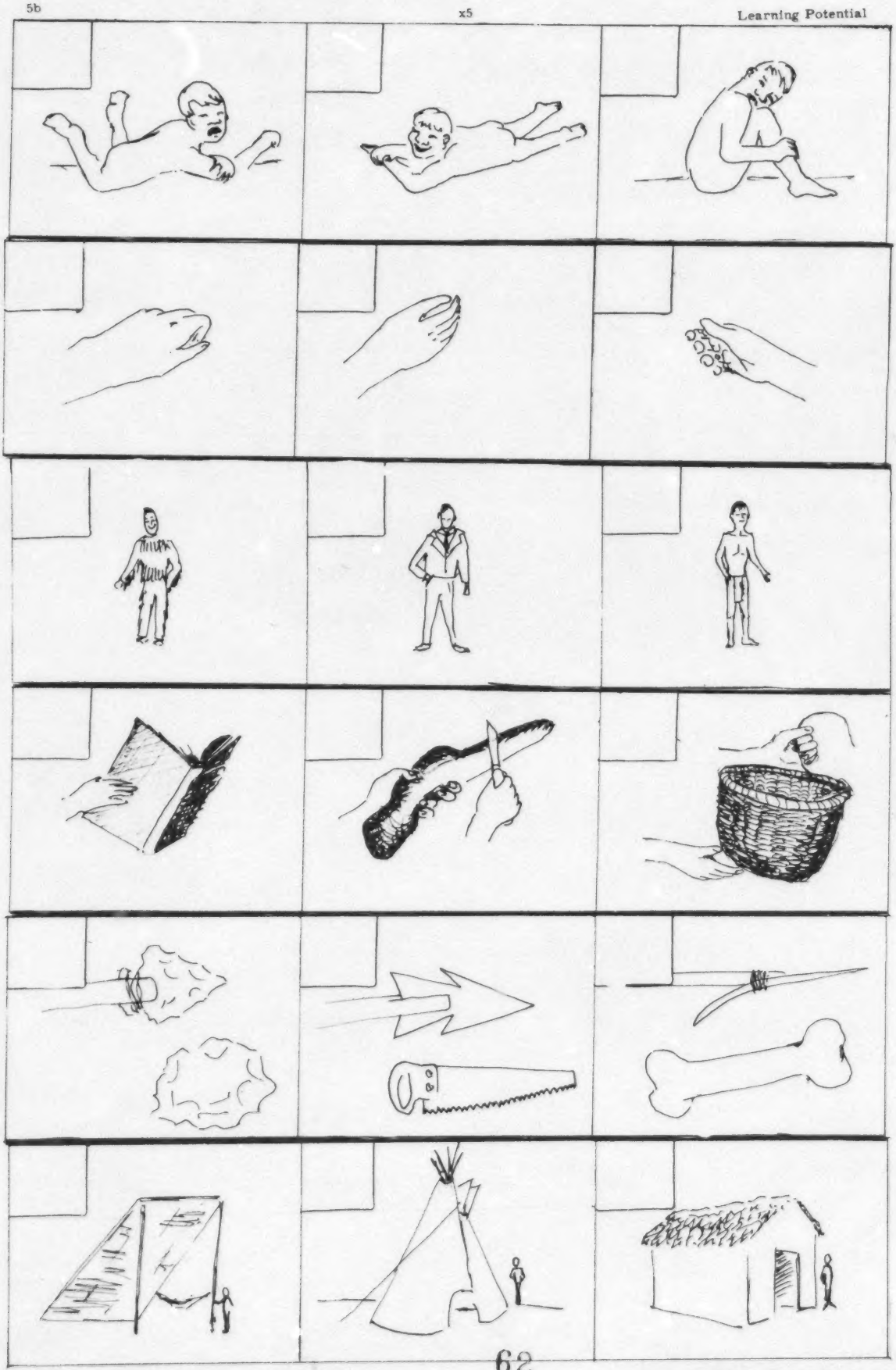
3b SYMBOL INTERPRETATION



BEST COPY AVAILABLE



BEST COPY AVAILABLE



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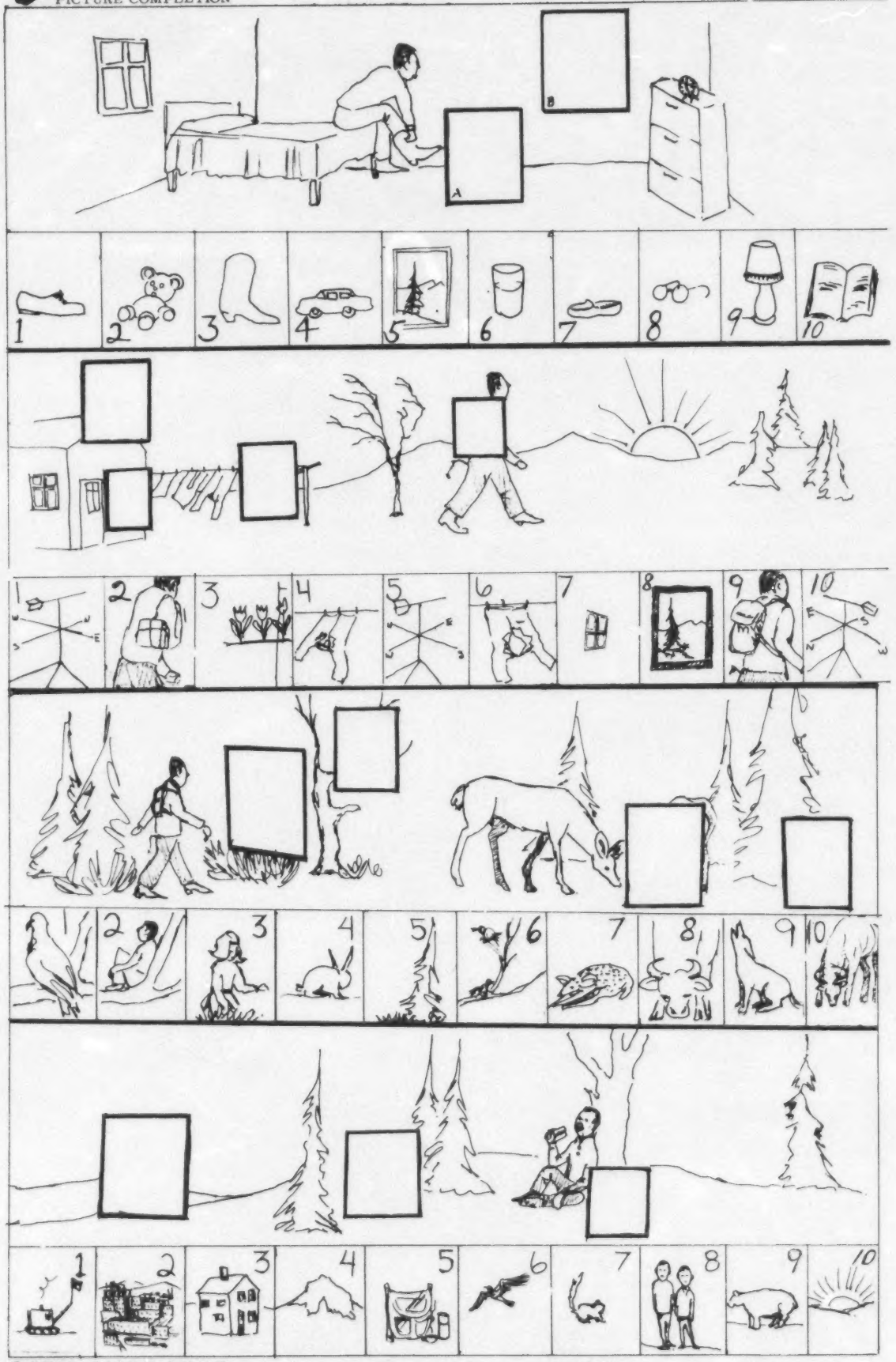

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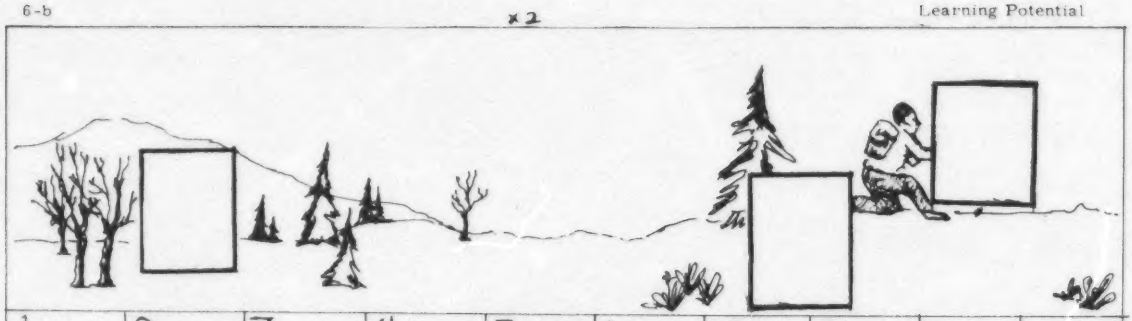
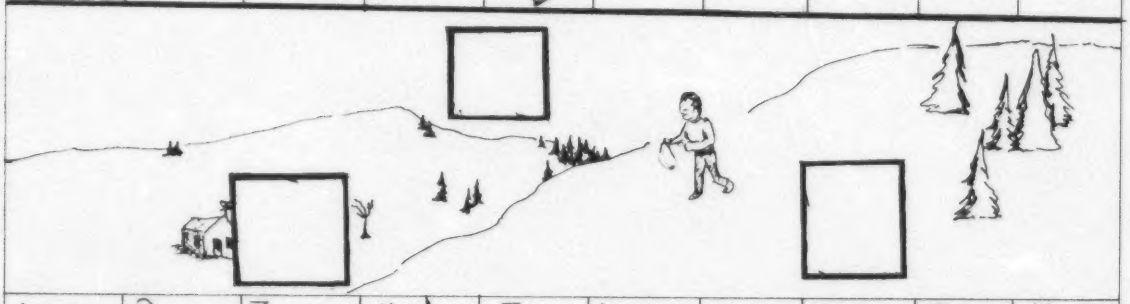
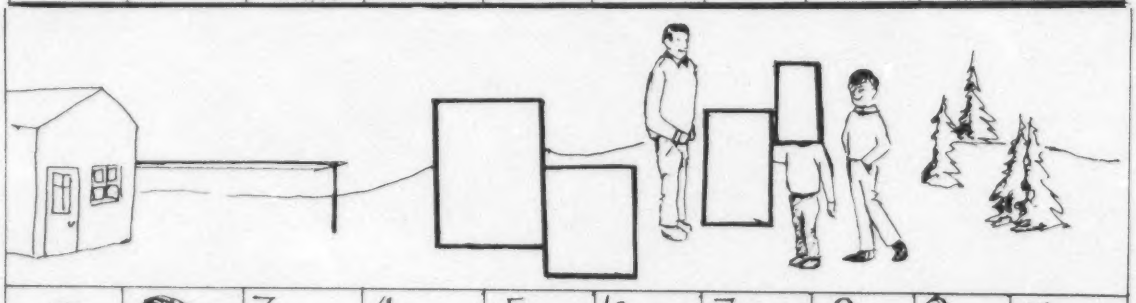
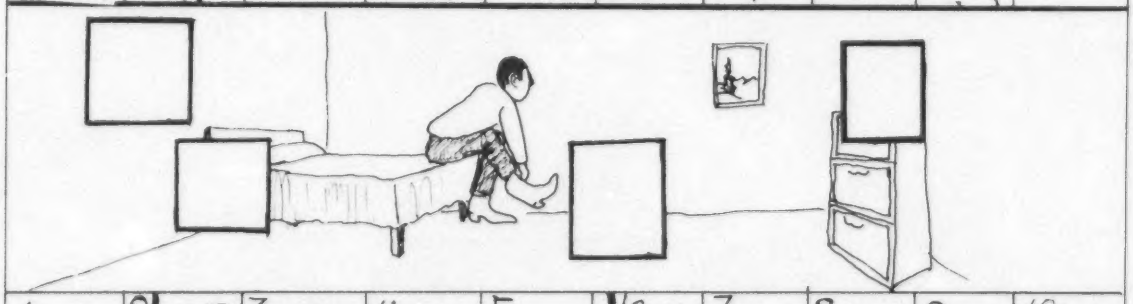


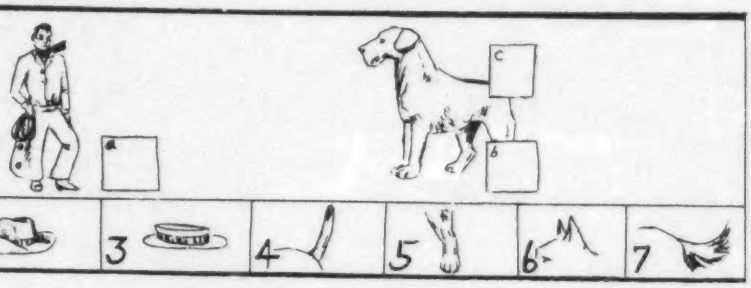




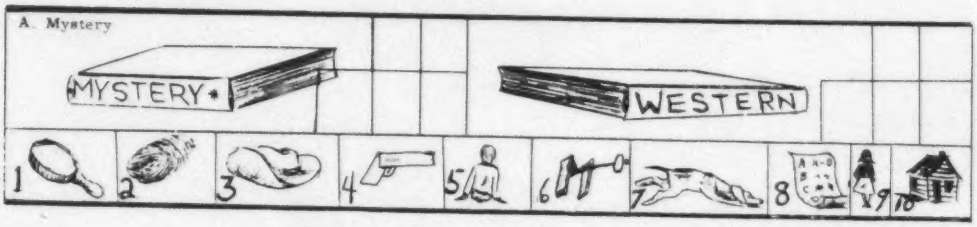


BEST COPY AVAILABLE

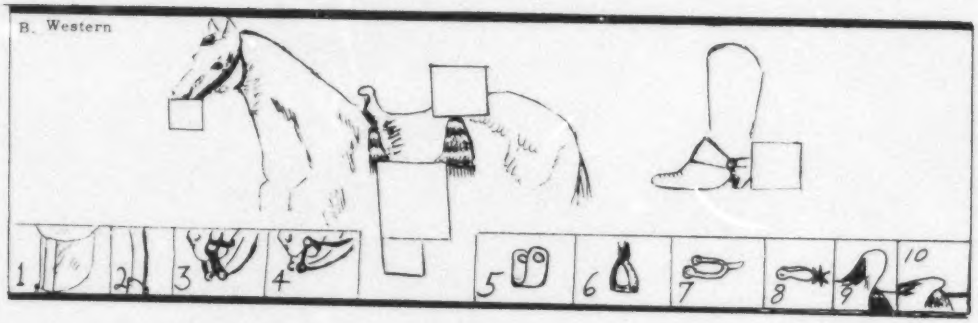
Sample



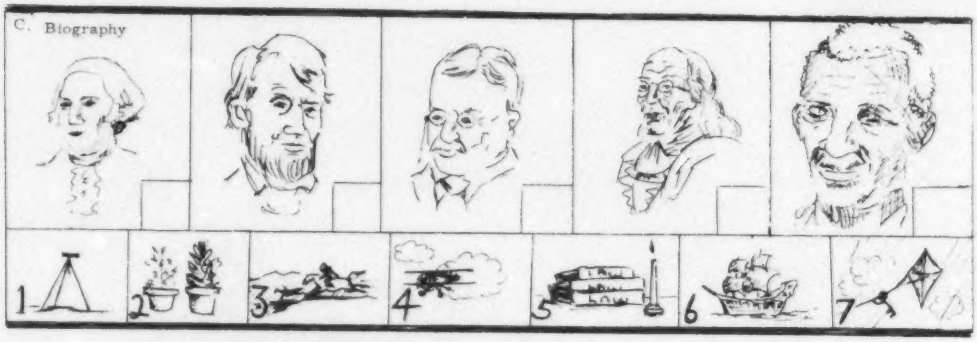
A. Mystery



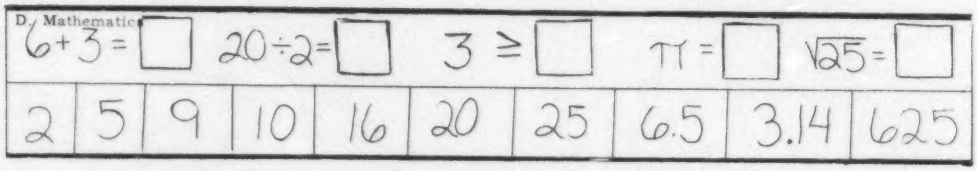
B. Western



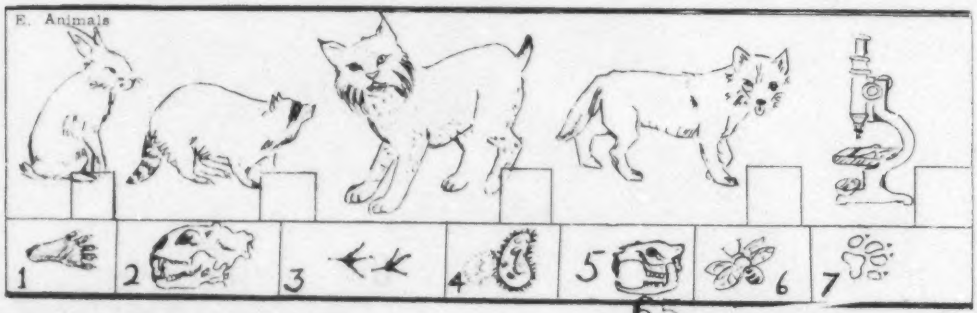
C. Biography



D. Mathematics



E. Animals



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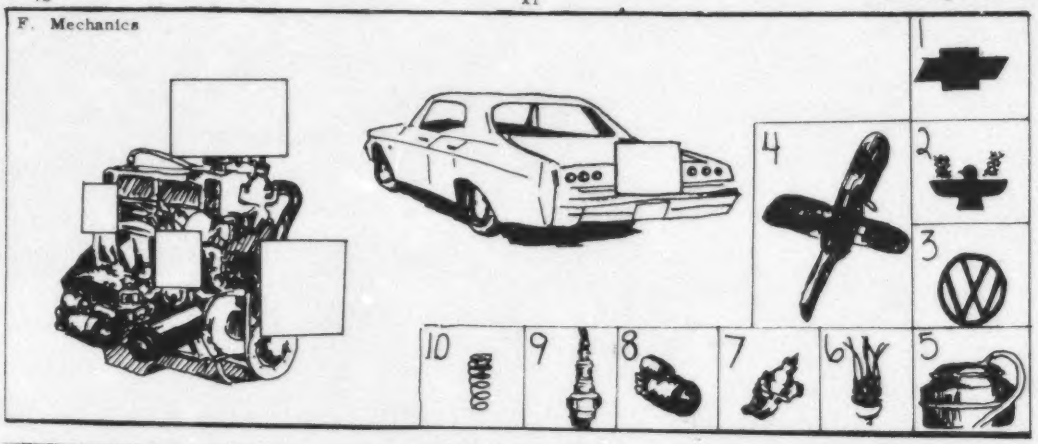

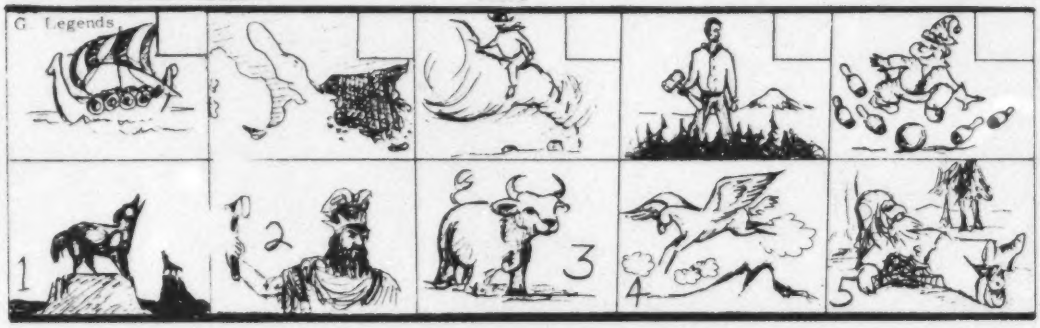

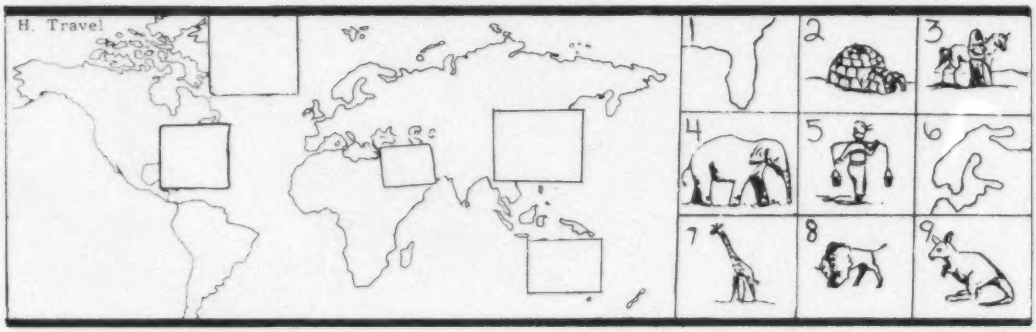

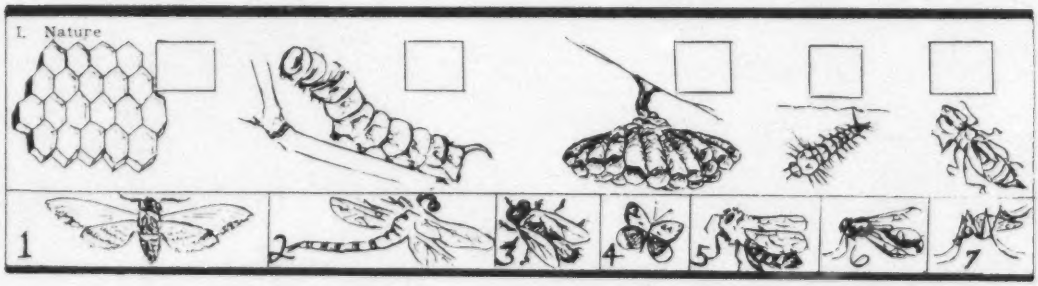

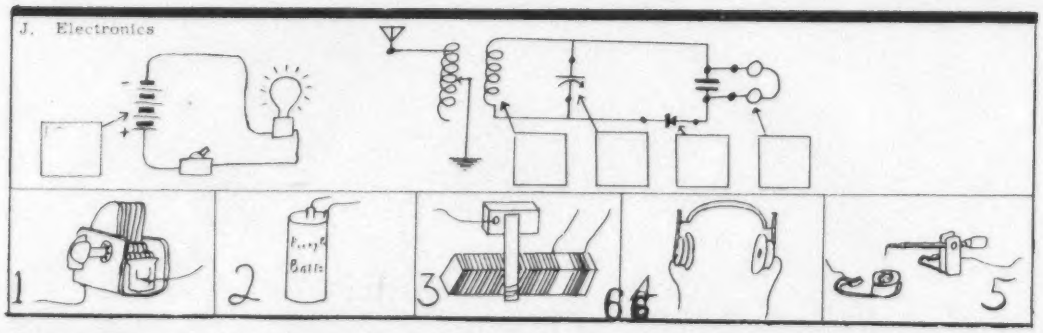

BEST COPY AVAILABLE

GILLILAND LEARNING POTENTIAL EXAMINATION

Published by The Reading Clinic, Eastern Montana College, Billings, Montana, USA
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Name _____ Age _____ Birthday _____

Date _____ Grade _____ School _____

Group ☐ Individual ☐ Tested by _____

AREA SCORES:		T	NR-NC	QS	Pri	PC	VM
1. Visual Memory							
2. Symbolic Representation							
3a Symbol Identification							
3b Symbol Interpretation							
4. Relationships							
5. Listening Comprehension							
6. Picture Completion							
7. General Information							
Totals:		T	NR-NC	QS	Pri	PC	VM
IQ SCORES:							

INDIVIDUAL PROFILE:

	6	7	8	9	10	11	12	13	14	15	A			
1. Vis Mem	0 10 20	30 36 38	39 40 42	43	44	45	46		47		48	49	50	
2. Sym Rep	0 4 8	11 12 13 14	16 19 22	23 24	25	26 27	29	30 31	32	33	39	45	50	
3a Sym Ident	0 2 4	6 7 8 9	10 12 15	18 20	21	23 24	25	26	27	28	29	30		
3b Sym Intrp		0	1 2	3 4	5 6	7 8	9 10	11	12	13 14	15	16	18	20
4. Relation	0 2 4	6 8 10 12	14 17 19	20 21	22	24	25	26	27	28	36	43	50	
5. Lstn Cmp	0 4 8	12 13 15 18	20 22 24	26	27	29 30	31	32 33	34	35	40	45	50	
6. Pict Cmp	0 1 2	3 6 9 12	15 18 21	24 27	28	29	30	31		32	38	44	50	
7. Gen Info	0	1 2 3 4	6 8 10 12	13 15	16	17 18	19 21	22 23	24	25	26 34	42	50	

READING INTEREST AREAS

A. Mystery	0	1	2	3						4			5		
B. Western	0	1	2	3						4			5		
C. Biography	0		1	2		3				4			5		
D. Mathematics	0		1	2		3				4			5		
E. Animals	0		1		2				3	4	5				
F. Mechanics	0	1		2		3			4	5					
G. Legends	0			1		2		3	4	5					
H. Travel	0			1		2			3	4	5				
I. Nature	0			1			2		3	4	5				
J. Electronics	0				1				2	3	4	5			